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ABSTRACT

The Management Information System (MIS) described in this report represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system. The MIS component is being developed to meet the need for the coordination of the resources of staff, facilities, and time with the long range planning and financial management efforts of the future. The report describes the project missions, to develop and construct (1) a common data base; (2) a program monitoring system; and (3) the simulation, modeling, and reporting devices for management. Included are the forms used for computer input, the program-oriented account code system, and a sample school budget. Nine appendixes present (1) the missions and goals statement of MIS, (2) a glossary of MIS terms, (3) a pupil tract area survey, (4) a classroom utilization schedule for the MIS, (5) the MIS student use of unscheduled time, (6) a pupil tract area survey (second edition), (7) the use of the master schedule in resource allocation, (8) planning facilities for student use during unscheduled time, and (9) planning an educational budget by program through financial resource allocation. (Pages 21-232 may reproduct poorly.) (Author/DN)

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MANAGEMENT INFORMATION SYSTEM PROJECT

**Bureau of Research Project No.
OEC-0-9-099011-4395**

Project Officer: Dr. Richard Otte

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1967-1972**

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1971-1972**

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Principal Investigator:

Walter J. Foley
1969-1971

Principal Investigators:

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CONTENTS

I.	Management Information System: An Overview.....	1
II.	Evaluation.....	3
III.	Data File Integration Management.....	13
IV.	Finance Tract of MIS and PPBES.....	17
	A. Input Documents.....	21
	B. Program Oriented Account System.....	25
	C. Sample Budget.....	41
V.	Staff Tract of MIS.....	142
	A. Certificated Personnel.....	142
	B. Input Sources.....	144
	C. Output Documents.....	147
	D. Teachers' Salary Utilization.....	148
	E. Teacher Salary Utilization By Program Area...	150
	F. Distribution of Teacher Salary By Program..... Area.....	176
	G. Teacher Master File.....	187
	H. Teacher Salary Allocation Procedure.....	191
VI.	Facilities Utilization.....	196
VII.	Pupil Tract Area Survey.....	205
VIII.	Resource Utilization.....	216
IX.	Dissemination.....	232
X.	Chronological Summary of Events.....	266

APPENDIX

MANAGEMENT INFORMATION SYSTEM: AN OVERVIEW

The Management Information System represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system. The Management Information System was developed to meet the need for coordination of resources with long-range planning and financial management of the future. The project which was funded by the U. S. Office of Education had three missions:

1. The development and construction of a common data base.
2. The development and construction of a program monitoring system.
3. The development and construction of simulation, modeling, and reporting devices for management.

A necessary prerequisite for any systematic study of the information needs in decision-making is the establishment of an educational data bank. Four interrelated activities are necessary for the development of this data bank.

1. Information Collection - the development of specifications for information sources and, when appropriate, sampling techniques; the development of specifications for instrument construction and the scheduling of information collection; the development of common definitions for data elements in the bank.
2. Information Organization - the development of methods for cross classification of information; the development of coding systems for information storage; the development of systematic reliability and validity checks for information.
3. Information Analysis - the development of analytical tools for information manipulation; the development of base line or referent information; the development of schedules for periodic evaluation of procedures.
4. Information Reporting - the development of criteria for specifying information reporting audiences; the development of formats, schedules and reporting session procedures; the development of strategies for providing information to users.

Data bank activities are being structured to classify data under the following five tracts or files: (1) FINANCE, (2) STAFF, (3) FACILITY, (4) PUPIL, (5) COMMUNITY.

The FINANCE DATA FILE includes all cost elements relative to the educational program. It is a fiscal reporting system which reflects the cost of operating the educational program.

The STAFF DATA FILE includes demographic characteristics, training and experience, ratings and effectiveness measures, and salary.

The FACILITY DATA FILE includes the site characteristics, the buildings (construction, age, and condition), the educational and non-educational space, the equipment specifications, and program materials.

The PUPIL DATA FILE includes elements with common definitions related to demographic characteristics. It contains measures of the present level of intellectual functioning and measures of achievement, performance, aspiration, and expectation.

The COMMUNITY DATA FILE includes information obtained and stored by the local community. The decision to not automate the information derived from this file in decision-making was based on the shifting focus of the project from a broad data base toward a more limited computerized data base. It was the intent of the decision-makers in the project to exclude data that had a prohibitive cost effectiveness ratio, and concentrate on those data related to building the management system around a program planning and budgeting structure. This decision was made during the second year of the project's life, and the early documentation of community materials and the sources of this data are still on file at the Iowa Educational Information Center.

Basic to program monitoring is the school schedule. The schedule reflects the way in which facilities and staff are used with respect to time. It also reflects student use of time as they participate in various courses. The program-oriented school district budget also reflects the use of resources to carry out instructional activities.

Simulation techniques are important for effective long-range planning. The Management Information System provides the tool for cost projects under the Planning, Programming, Budgeting, Evaluation System (PPBES).

Through the use of Management Information System, school district managers can increase the quality of decisions, more effectively evaluate programs, and become more accountable for resources and accomplishments.

II

EVALUATION

Educational relations between federal, state, and local educational agencies are changing. These changes are causing the emergence of new roles and a shift in existing relationships for private and public lay organizations, professional societies, and institutions of higher education. This shift in relationship has been accompanied by a new emphasis in administration on the process of decision-making. It is expected that change will continue at an accelerated rate and administration will focus more and more on planning and accountability. The need for information that is related to decisions and responsive to the management of change will become more acute. The central question in any study of management information systems inevitably concerns decisions about people and things.

Today our educational systems show a variety of form of organizational structure. These structures have been evolved to cope with the increased size and complexity of American education. They also reflect the changes that have occurred in the funding and scope of the educational enterprise. In the past, structures emphasized the activity to be performed by those occupying roles in the system. The older models are being replaced by new models of the educational system based upon deciding.

Management Decision-Making

Current conceptualizations of administration focus on the decision-making function as the key to management. This shift in emphasis from doing to deciding has raised serious questions about the role of administration. For example, who needs to know? Who sets the goals and priorities for the system? Who evaluates decisions? Our existing fund of research on decision-making can be conceptualized into terms of three basic models. The first model purports to help our understanding of the decision-making process by showing how others have made similar decisions. It is a post-hoc model. Examples of educational applications of the model are found in the case-study approach to the teaching of educational administration and the use of experts in viewing programs. Second, models of "who should be involved" in the decision-making situation exist. They focus on who will be effective, are descriptive and emphasize functional involvement. The newer economic models focus on alternatives, choices, probability and the respective economic values of decisions.

By representing a simplification of reality, each of the models attempt to reduce uncertainty. They introduce structure, or, if you will,

a frame of reference for viewing a particular class of situations. The above models in their application have had a limiting effect on administration by the very fact that the models are not very generalizable and yield only a partial explanation of the montage of administrative decision-making. For example, the economic model with its inherent focus on the criterion of efficiency when contrasted to the administrative model of participation often leads to contradictory outcomes because the models are based upon conflicting assumptions and objectives.

One must always keep in mind that the model adapted represents limitations as well as benefits. Each model has built-in biases that represent a view of reality. While this allows the introduction of goals and objectives which lend structure and bring order to the work of observation, it does not necessarily produce adequate and relevant information. Also, a model is further limited by the availability of a measuring system precise enough to further reduce uncertainty about the observations which are made in application of the model. All models assume that the world is such, observations are made thus, and are, therefore, based upon belief. The value of one "belief" over another is usually based upon the scientific criteria of parsimony, inclusiveness, and the ability to generate useful hypotheses. How is this related to the MIS role in administration?

An Organismic Model

The pressure for change from both within and without the educational setting is causing administrators to reexamine the existing models and search for new models of educational decision-making. An organismic model was developed as a component of the MIS project and represents a viable alternative to continued current practice in administration.

The organismic model developed is based upon the following assumptions. First, the model assumes a life cycle. The life cycle concept is biological in that an organism is born. Once born, the organism attempts to stay alive. Finally, the organism dies. Thus, a cycle is completed. Second, the organismic model assumes that change is always present. The very existence of the life cycle presupposes change in the organism. The change is characteristically thought of in terms of life stages such as birth, youth, maturity, and old age. Third, the organismic model assumes that the organism strives to perpetuate itself. In biology, this is accomplished through reproduction. Fourth, the organismic model assumes an interaction with the environment. In the process of this interaction, the organism must assimilate from and accommodate to the forces outside itself. Fifth, all organisms show organization in the sense of differentiation of function. Even the simple amoeba has parts of itself with special features and functions.

It has been said many times that the goal of business is to stay in business. This is an organismic goal and is equally appropriate for many organizations. A recent example of the organizational tendency to stay in operation once functioning was the Polio Foundation. Dr. Saulk's discovery and wide-spread use of a polio vaccine did not put the foundation out of business--it simply developed new goals and began a new cycle. Educational organizations possess this same characteristic.

The cyclic aspect of an educational system can easily be understood in terms of sets or series of events which occur over time and lead back to a starting point. For example, the events of an educational system can be thought of as beginning in September, ending in June, and the cycle begins again in the following September. In this sense, educational organizations are described as being cyclic. The MIS project has shown that the vast majority of administrative planning activity is also cyclic. The procedures and processes which require MIS reporting are not of the one of a kind variety and therefore lend themselves to an organismic model for management information systems.

The stay alive characteristic of the educational system under study was assumed to be a priori condition in the sense of describing the present state of an evolutionary chain of events and not the beginning point. It is not a priori in the innate idea sense. Rather, it is a convenience of belief. Stated another way, in developing the MIS it was assumed that the system is what it is - nothing more, nothing less. By starting with the present, the organization of the system was represented in relation to its functioning in the existing environment. Or, the present organization and use of resources represented the differentiation of function within the system to achieve adaptation to the environment. The present is an organizational condition of being. A few key terms in the organismic model of administration are presented to facilitate the reader.

Organization consists of the differentiation of function by structuring within the system in order to regulate activity. Activity is regulated to conserve the energy of the system. Organization is the process by which the system adapts to the environment. Organization is the regulating function of the system. Information serves the organizational function of the system by providing the intelligence.

Change, then, is represented by adaptation. The potential for adaptation consists of the ability of the system to assimilate (make internal adjustments by absorbing from the environment) and accommodate (make external adjustments by reconciliation with the environment) in order to stay alive in the future.

Management serves the system by providing an information system for decision-making in the process of adaptation in the course of change. MIS, in an organismic systems sense, is the process of providing feedback into the system. Feedback is the name given to information which is intended to effect control. Feedback answers the question: "How are we doing?" It is an adaptive monitoring-type mechanism. It is now time to put the elements together in the model.

An Administrative Model

Educational systems have adopted a structure a priori which specifies the universe of logical possibilities of discourse. From this universe, functions and elements are named. The model developed specifies by definition the possible observations within the system. The MIS model begins with present status and assumes that there exists:

1. Organization within the educational system.
2. An adaptive change mechanism which operates through assimilation and accommodation with the environment.
3. A feedback system to provide for organizational change through information from the internal and external environment to serve the goal of system survival.

Also, change is accepted as a continuous condition of the system.

Administration and MIS are closely related in the sense that a functional administrative system is based upon adaptation, and therefore inherently subsumes an information system to serve the need for the organizational structuring necessary to facilitate assimilation and accommodation in the environment. Administration is charged with the management of the larger educational system and the MIS is the internal information system necessary for system change. The logic of this conceptualization can be stated in the form of an input-black box-output analogy as shown in Figure 1.

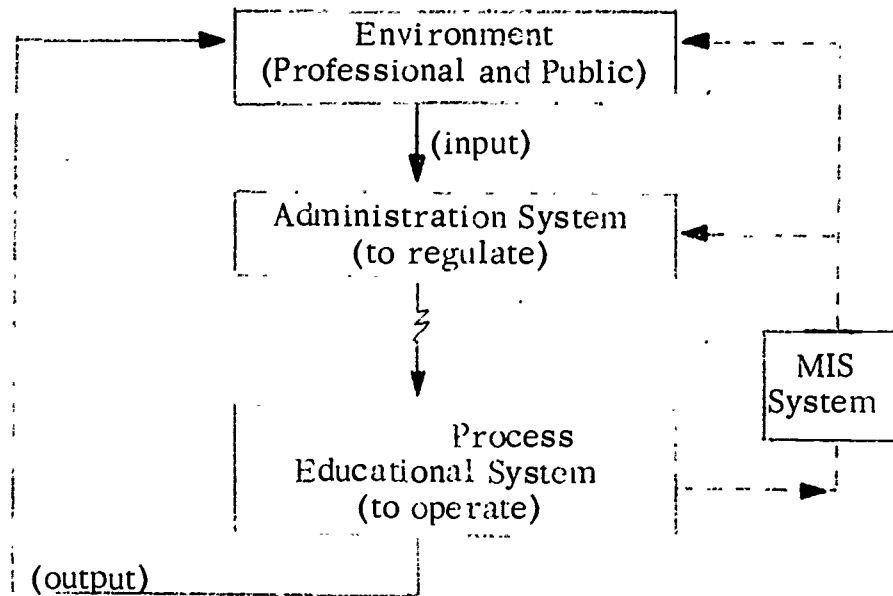


Figure 1.
A System Model of Education

When there is no pressure for change in the output of the educational system from the environment, the system is said to be in equilibrium. The forces for change are in balance with those of persistence in a dynamic sense and internal organizational forces are able to adjust to environmental pressures. Under these conditions, an informal MIS typically functions well in relation to the administrative system.

In order to facilitate an understanding of the MIS developed, system equilibrium is presented. A system attempts to maintain itself and conserve its energies by internally organizing for adaptation to conditions for the external environment. Adaptation subsumes previous change and equilibrium is the ready state for further adaptation. Stated formally in a three organizational, three pressure equation:

Let functions a , b , c , etc., represent the internal organization of the system. While pressures x , y , z represent conditions in the environment. Then

- (1) $a + x = b$
- (2) $b + y = c$
- (3) $c + z = a$, etc.

represents a state of dynamic equilibrium where functions and pressures interact to balance each other. An educational system is modeled as a

structure of processes in relation to an environment which cause each other to exist. A system in a state of equilibrium is concentrating on the adaptive function of assimilation. It is taking into itself the environmental pressures and processing them through a cycle of functions by use of present organization. The environmental input is taken into the educational system and processed by organizational functions which create further organizational functions, which in turn respond by absorption on other environmental pressures until the cycle of the system is complete.

The pressure for the creation of a new equilibrium occurs when the environment alters in such a way that the present functions of the organization can no longer accommodate themselves in order to maintain equilibrium. Let us say that x undergoes a change to x' . Then:

- (1) $a + x' = b'$
- (2) $b' + y = c$
- (3) $c + z = a$

and the introduction of a new state in the environment caused a shift by accommodation within the organization to create a new equilibrium within the system. The change of b to b' was an assimilation within the organization to change in the environment. Adaptation is itself an equilibrium between assimilation and accommodation.¹

In the sense of answering our central question, we can now say that within any system and its environment, the relationship of people and things is one of creating an organizational structure flexible and responsive enough to achieve the internal assimilation of external changes within the system. The accommodation of the organization is to external change in the environment. The relationship is reciprocal and forms an indissoluble entity. Obviously, this management model is based upon an MIS structure in the sense of being information-oriented. The key to educational administration is the development of an MIS to serve decision-making.

The MIS model presented is based upon a systems view and thus complements the administrative model presented. MIS, as here defined, provides information to decision-makers. The information must be timely, relevant, accurate, and in usable form. Since everyone in an educational setting must make decisions, the MIS model should serve all members of the organization. But, administrators by the nature of their relationship to the system bear the responsibility for the majority of decisions and the consequences of their implementation. The objectives of our MIS model can be summarized as:

1. To provide data related to system operation for administrative direction and control of change;

2. To provide for the collection, organization and storage of data relative to programs and goals of the system;
3. To provide for the analysis and evaluative procedures and techniques for program implementation, operation and termination;
4. To provide a response capability for the facilitation of change and revision of programs and procedures;
5. To provide for an ongoing evaluation of the MIS system;
6. To provide for the communication of information within and without the system.

The organization of the information system itself follows the familiar classification schema of Pupils, Staff, Curriculum, Facilities and Finance. The existing information in our educational system is classified in these categories. A data base of information files following this categorization would be built from present files. (See Figure 2.)

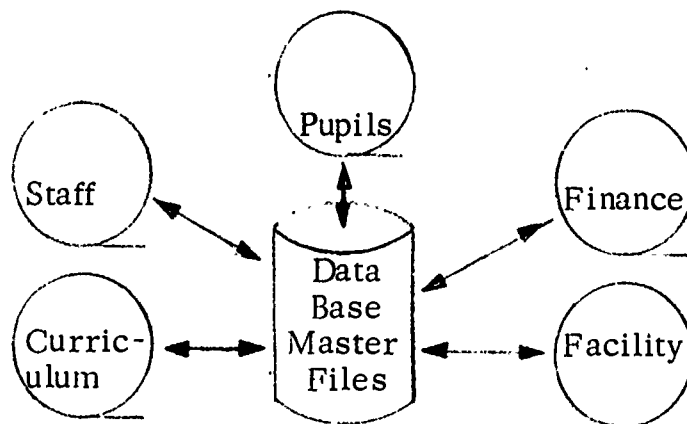


Figure 2.
An MIS Data Base and File Relationship

The task of building a data base is not as complicated as one would expect. As already stated, most of the data necessary for the construction of a data base exists in a school system. The creation of a data base for educational decision-making is an ideal application of the computer with its ability to store and retrieve data. Five tracks of information are presented for the organization, clarification and systematization of available data. It is assumed that better decisions in all five tracks

of information are presented for the organization, clarification and systematization of available data. It is assumed that better decisions in all five areas will result from the development of a methodology to show the relatedness of decisions in each area on other tracks within the system. The massive storage capability of the computer allows for the creation of information based upon the interrelatedness of data.

The real immediate benefit of this system is in the building of ties or links between classification categories to make them dynamic rather than static files. In this way, a data base allows for the representation of the interrelatedness of events in the system. The structure follows Figure 3. The model depicts the events of an educational cycle in terms of the status of input at the start of the program, the processes of change organized within the system and the new status of input at the point of output.

Input

The status of input is depicted in terms of the system at the start of a cycle of activity, the constraints imposed by the environmental setting, and the constraints imposed upon the input by the system itself. It should be stressed that this model assumes that the input into an educational cycle consists of much more than pupils, and that the system cycle will cause change in all aspects of the input. For example, it is assumed that the facility will be different at the completion of the cycle - the staff will have changed in many ways - the curriculum will be changed - the financial picture will not be the same. Indeed, the community will not be the same.

The point is essential for it must be remembered that from an organismic system conceptualization, change is both internal and external. Change accompanies any activity. The task of an MIS is to provide information at the most meaningful points in this continual change cycle. It should be added that administrators at various levels within the system will have different information needs. Thus, there will be many information cycles within the MIS related to the function of the particular decision-maker.

Process

Process denotes the organizational objectives within the system change process. In our model of the educational system, process is the organized differentiation of function reacting to produce change in the input variables. This stage of the cycle is capable of continual feedback and internal organizational change to achieve the reason for the existence of the system. In Figure 3, constraints are shown in terms of the setting, and examples of processes to be explicated within the setting are listed.

<u>Input</u>		<u>Process</u>	<u>Output</u>
I.	System Variables (state of input at start of cycle-organization attempts to change) A. Pupil data B. Staff data C. Facility data D. Financial data E. Curriculum data F. Other data	I. Organizational Cycle Variables (necessary activities for change in input) A. Pupil tasks and inter- action B. Staff tasks and inter- action C. Extra-setting tasks and interaction D. Other data	I. Termination Variables (state of change in input at end of cycle) A. Pupil data B. Staff data C. Facility data D. Financial data E. Curriculum data F. Other data
	II. Environmental Constraints (necessary structure for program implementation in terms of fixed resources)	II. Environmental Constraints (necessary structure for program operation in terms of resource provision for process explication)	II. Environmental Constraints (status of structure at program termination for decisions on recycling program)
	III. Input Constraints A. Pupil selection criteria B. Staff selection criteria C. Other criteria	III. Process Constraints (organizational objectives for each process output specified and measured where possible)	III. Output Constraints A. Pupil objectives B. Staff objectives C. Other objectives

Figure 3.
MIS System Design

Output

Output information is again presented in terms of the five files of data, the effects of the cycle on the setting and the system goals. While educators are accustomed to this point in the cycle being the most relevant to MIS, it should be pointed out that the model allows for the presentation of information related to any of the three phases of the model. The possibility of acting on information exists in relation to each of the phases and in relation to accepted standards of performance for both people and things. The model is applicable to decision situations at all levels of the system. The level of involvement of the decision-maker provides the key to the MIS system operation in that it is the setting that provides the key to what information is needed.

This project has weided together several conceptualizations of the reality that is administration. The model presented an organismic view of the relationships between administration and the people and things that form an educational system. By focusing on decision-making, the boundaries of an educational system are separated into an internal organization and its relationship to the external environment. By focusing on the present state of that which the organization operates on, the processes, the model gains the advantage of always being able to adjust the organizational structure for the next process on the present state. By viewing MIS as the process of providing information for decision-making, the interrelatedness of administration and MIS to the system function of adaptation is explicated. Finally, the environment of an educational system was presented as having at least an internal professional component and an external public component which influences change and the differentiation of function, within the internal organization. From here, we will move to the actualized operational MIS model in a school district setting.

III

DATA FILE INTEGRATION MANAGEMENT

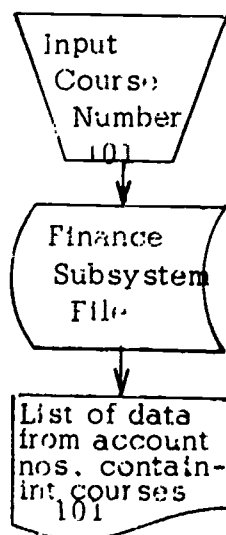
The Management Information System (MIS) data are organized into subsystem files as described below, and are interrelated through the school's master schedule of courses file. Since the master schedule represents the school administration's plan of operation for the period of time during which that schedule is in effect, the resulting information reported from the MIS system reflects the mix of resources allocated.

The MIS subsystem files are groups of data relating to and describing resources available to the school. These files may be identified as:

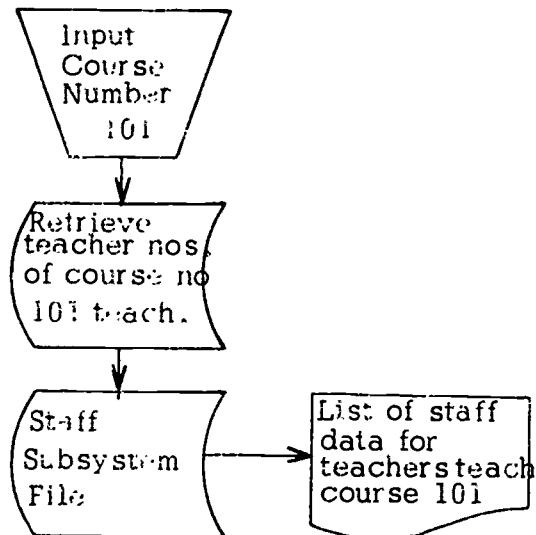
1. Finance - control key is account number
2. Staff - control key is staff number
3. Facilities - control key is room number.
4. Pupils - control key is pupil identification number.
5. Community - control key is district and school number.

All subsystem files can be accessed by searching the appropriate files on the control key specified above or by interrogating the master schedule file to determine the applicable keys. As an example, if the question was asked: "What mix of resources are devoted to the offering of course number 101 - Spanish III?" the information may be obtained from the subsystem files as follows:

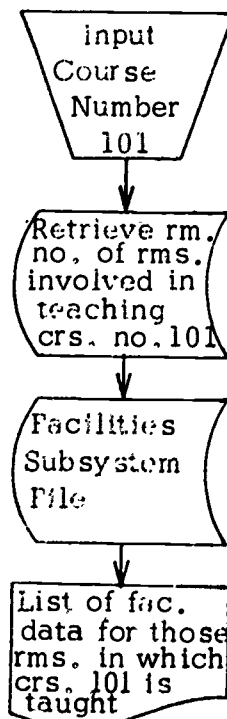
1. Finance data directly related to course number 101 may be obtained by accessing the finance subsystem file since the course number is contained in the account number structure.



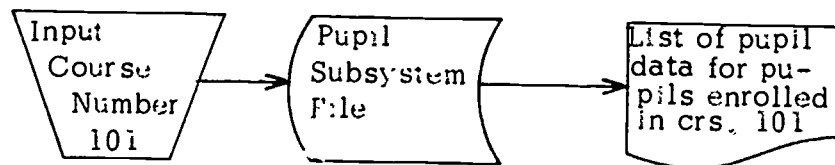
2. Staff data relating to course number 101 may be obtained by interrogating the master schedule file to determine the teacher code numbers of those staff members involved in teaching course number 101.



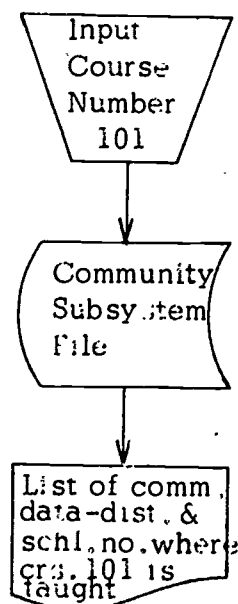
3. Facilities data relating to course number 101 are obtained by accessing the master file to determine the room numbers in which course number 101 is taught. The room numbers are then used as keys to locate additional room data contained in the facilities subsystem file.



4. Pupil data for pupils enrolled in course number 101 is available by searching the pupil subsystem file for pupils scheduled into course number 101

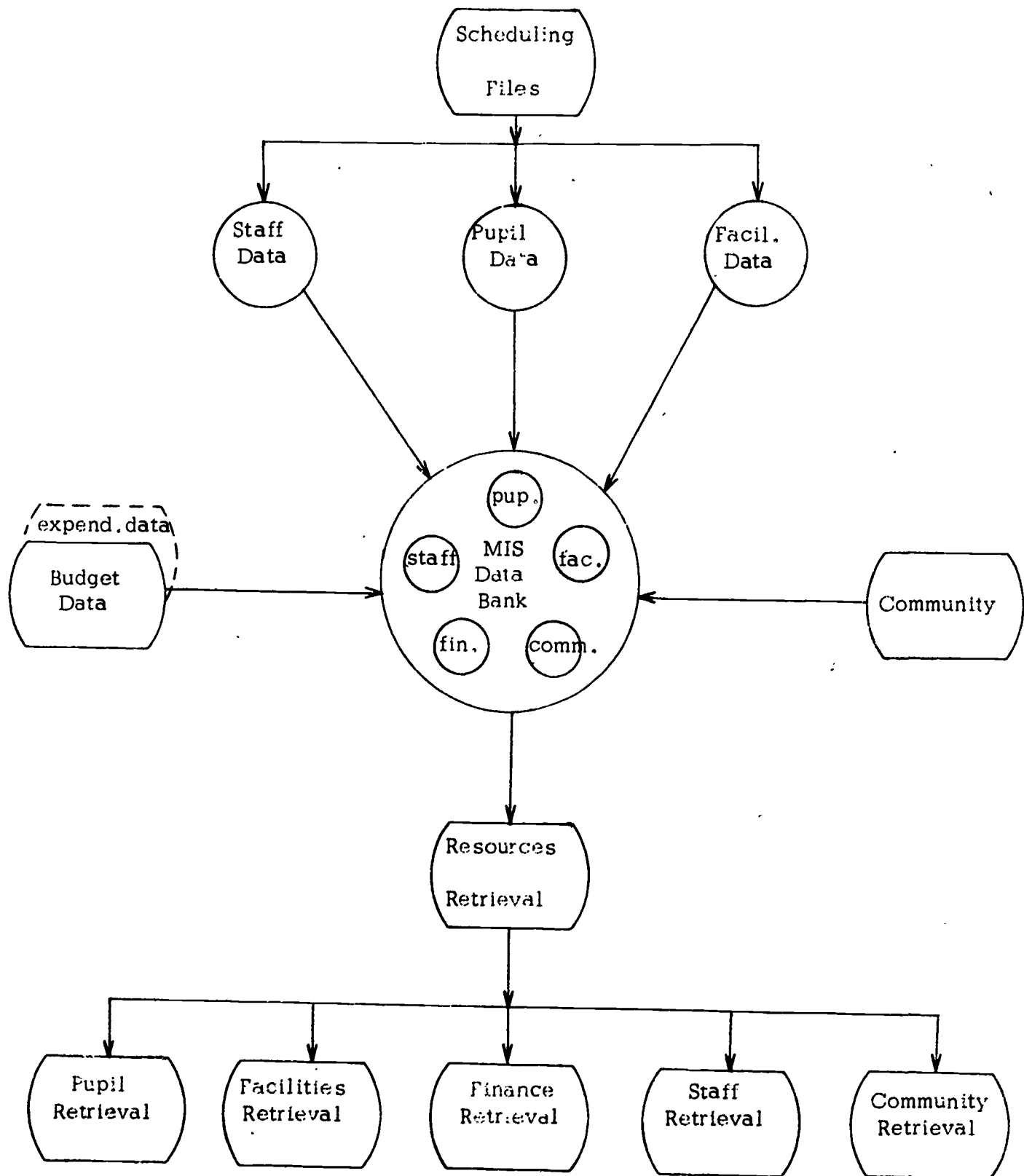


5. Community data related to course number 101 may be obtained with two major foci in mind. One focus is intended to bring together the community characteristics (as reflected by students entering the educational environment) which have bearing on pupil input before the course exposure. The second focus is on the perceived effects of offering the instruction on the makeup of the community. This second is an output focus in that the acceptability of the output to the community as input forms a viable source of evaluation of present practice.



Other inquiries may be satisfied using the same file keys but in different sequence than that shown for course inquiries. For example, all data related to an individual teacher could be gleaned by entering the teacher code which, through the master schedule file, would define the file keys related to that teacher. You could then retrieve finance, staff, facilities, pupil, and community data relative to that specific teacher.

The design of the satellite file system revolving around the master schedule file enables us to more economically update the files involved and still maintain file interrelatedness. By using the master schedule file, and the keys contained thereon, all files in the system are tied to each other. Since much of the data contained in the staff, facility, finance, pupil, and community files are static in nature, the updating procedure when a new master schedule is created is greatly simplified. Additionally, updates to the subsystem files may be made without disturbing those subsystem files which are not involved in the desired change.



IV

FINANCE TRACT OF MIS AND PPBES

A Planning, Programming, Budgeting, Evaluation System (PPBES) is an integrated system to provide educators with more and better information for planning programs, and for making choices among optional ways funds can be devoted to achieve educational goals. Thus the program budget is more than a method of budgeting by program. It is an overall approach to planning, decision-making and evaluation designed to improve the use of resources in the achievement of goals.

The Management Information System (MIS) serves the PPBES concept by making available the information required to carry out the activities of the four components of program budgeting. Haggert (1971) has identified these components.

1. Structure - objectives and program structure
2. Analysis - identification of alternative ways of meeting objectives and cost-effectiveness analysis
3. Control - quality of implementation of ways to meet objectives
4. Information - support for the analytical and control processes.

The Management Information System, by providing information in five tract areas, supports the activities of the four components. The five tracts contain information on pupils, personnel, finance, facilities, and community.

The most important single task to be accomplished is moving to a program budget is the development of a program structure. Haggart (1971) describes two approaches to the development of a program structure; prescriptive and descriptive. The former approach "defines programs according to a conception of what the schools ought to be doing. The latter is more descriptive. It identifies programs and objectives inductively from relationships among actual, ongoing activities." The Finance Tract of the Management Information System has approached the task of developing a program structure descriptively. This seems like a more practical approach, but it does not rule out the possibility of moving toward "what schools ought to be doing." Figure 1 illustrates the program structure developed for the Finance Tract.

FINANCE TRACT STRUCTURE

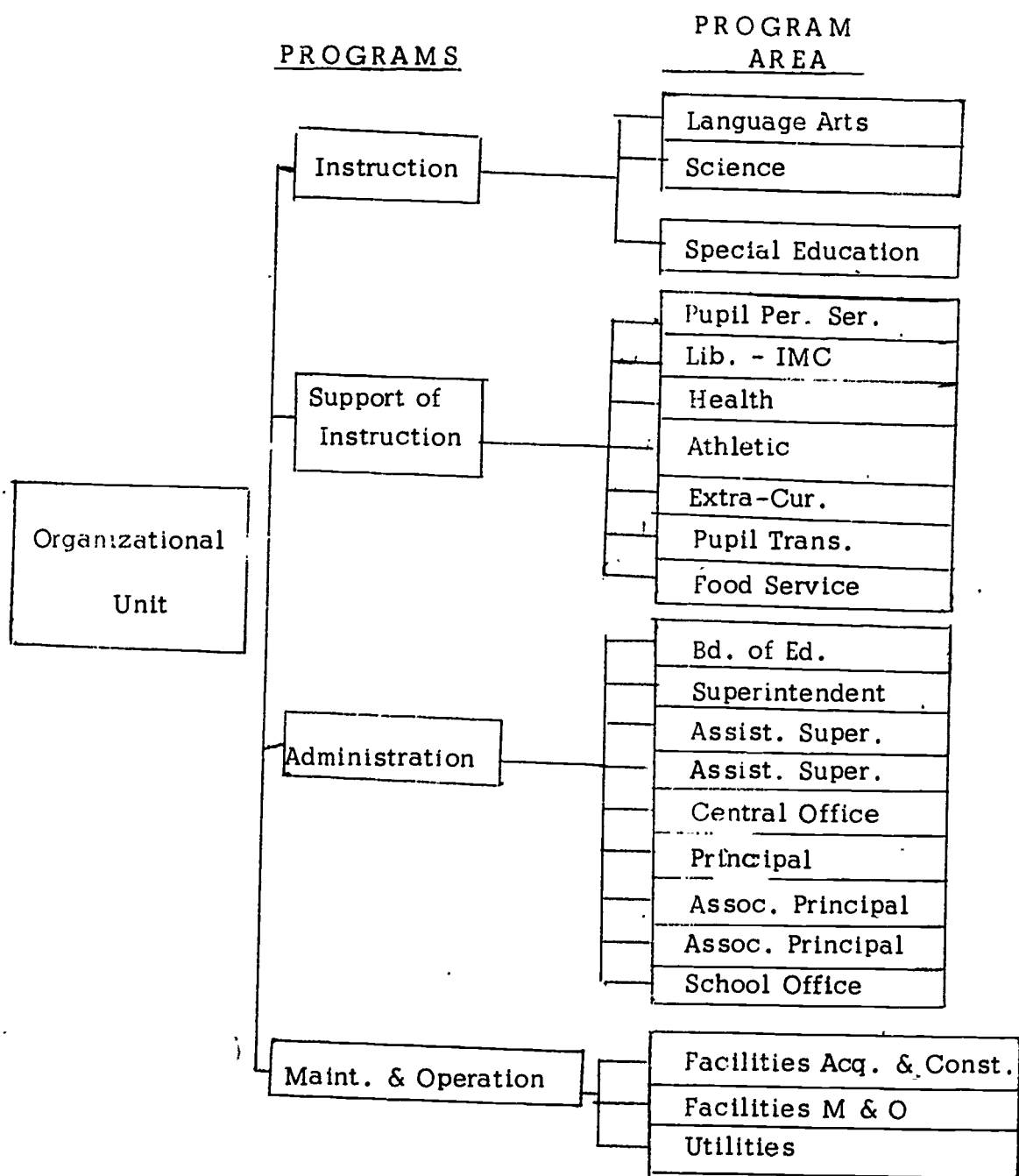
COURSE
OR
ACTIVITY

Figure 1

This structure is reflected in the program-oriented account coding system:

<u>Fiscal</u> <u>Year</u>	<u>Fund</u>	<u>Organizational</u> <u>Unit</u>	<u>Program</u>	<u>Department</u>	<u>Activity</u>	<u>Expenditure</u> <u>Types</u>
XX	XX	XXX	XX	XX	XXX	XXXX

Each of these code number fields is defined in the section containing the complete Program-Oriented Account Code System.

The Finance Tract of MIS is to serve as a tool for financial management and operation of the school district. Planning the school district budget is an important phase of this operation. Budget development follows a process illustrated by Figure 2.

THE BUDGETING PROCESS

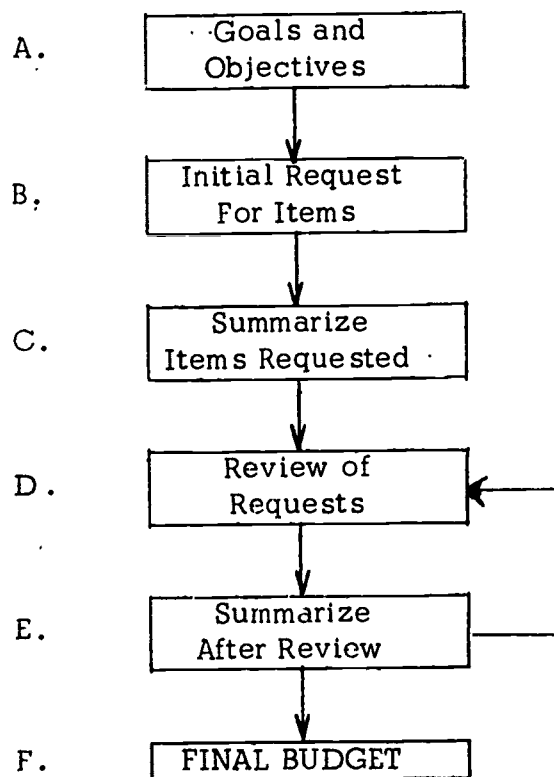


Figure 2

Step A in the process requires that activities (objectives) be identified. Then Step B is a listing of initial requests for resources to carry out the activities (objectives). These initial requests are prepared on Form F-FI-1, F-FI-2, F-FI-4, and F-FI-5. These forms are designed to provide computer input; the computer processing then does the arithmetic involved and summarizes the items in the appropriate categories (Step C). At this point, the first "run" of the budget is completed. Steps D and E then provide for as many "runs" as might be required to consider alternatives and make adjustments until the final budget, which is within the resource limits of the school district, is developed (Step F).

The forms used for computer input, the Program-Oriented Account Code System, and a sample school budget follow.

ALL PROCESS TRAFFIC
NON-CERTIFIED SALARIES

YEAR	FUND	ORG. UNIT NO.	DATE	PAGE

PROGRAM	BUDGET RESPONSIBILITY (H.A.)	UNIT / OBJECT NO.

[illegible]

* Only one function/object code number per page.

SUPPLIES, EQUIPMENT, CAPITAL OUTLAY, ~~AND~~ CONTRACTED SERVICES, AND OTHER COSTS

YEAR FUND ORG. UNIT NO. NAME DATE / / PAGE /

PROGRAM BUDGET RESPONSIBILITY CHAIRMAN

[illegible]

* Only one Function/Object code number per page

INSTRUCTIONAL MATERIALS

PROGRAM	BUDGET RESPONSIBILITY CHAIRMAN	FUNCTION/OBJECT NO. *

* Only one Function/Object code number per page

PROGRAM-ORIENTED
ACCOUNT CODE NUMBER SYSTEM

<u>Fiscal</u>		<u>Organizational</u>			<u>Course or</u>	
<u>Year</u>	<u>Fund</u>	<u>Unit</u>	<u>Program</u>	<u>Department</u>	<u>Activity</u>	<u>Expenditure</u>
XX	XX	XXX	XX	XX	XXX	XXXX

Definitions:

Fiscal Year: A fiscal year is the twelve month period of time to which the annual budget applies. A fiscal year is coded by a two digit number representing the last digits of the calendar year in which the fiscal year ends.

Fund: This two digit number relates the expenditure to the source of revenue.

Organizational Unit: The first digit of the three digit code number indicates the educational level, elementary, junior high, senior high, or total system. The last two digits identify the building or cost center.

Program: This two digit number identifies the major divisions within the cost center. Four major programs have been identified: instruction, support of instruction, administration, maintenance, and operations.

Department: This two digit code number identifies related clusters of courses or activities that take place in a given program. For example, in the Instructional Program, language arts, mathematics, science, etc. are departments; in the Support of Instruction Program, Pupil Personnel Services, Educational Technology are departments.

Course or Activity: This three digit number specifies the lowest level to which costs are assigned. In the instructional areas, these are courses which students take within a department. In other programs, these are departmental activities to which costs are assigned. (In the future, this field will be used to identify specific objectives of departments to which costs are assigned.)

Expenditure: The first digit of this four digit number identifies the type of expenditure. Nine types of expenditures have been identified: certified salaries, non-certified salaries, employee benefits, supplies, instructional materials, repair and replacement of equipment, capital outlay, contracted services, and other costs. The last three digits are available for further specification of expenditure type.

FISCAL YEAR (XX)

70	FY	1970
71	FY	1971
72	FY	1972
73	FY	1973
74	FY	1974
75	FY	1975
76	FY	1976
77	FY	1977
78	FY	1978
79	FY	1979

FUND (XX)

10	General Fund
20	Schoolhouse Fund
21	Schoolhouse
22	School Site
23	Bond
30	Federal Projects
31	Title I
32	Head Start
33	Career Education
40	Clearing Accounts

ORGANIZATIONAL UNIT (XXX)

Elementary 400-499

400	All Elementary Schools	459	Central Heights
409	Garfield	463	Madison
418	Grant	472	McKinley
427	Harding	481	Roosevelt
436	Hosmer	490	Washington
445	Jefferson	499	Wilson
454	Lincoln		

Junior High 200-299

200	All Junior High Schools
209	John Adams
218	Monroe
227	Roosevelt

ORGANIZATIONAL UNIT (XXX)
(Continued)

High School 100-199

100 All High Schools
109 Senior High School

System Wide

500 Central Office (all levels)

PROGRAMS (XX)

10 Instruction (regular school year)
11 Instruction (summer)
12 Instruction (Special Education)
20 Support of Instruction
30 Administration
40 Maintenance and Operation

<u>Program (XX)</u>	<u>Department (XX)</u>	<u>Course (XXX)</u>
10 Instruction		
	01	Foreign Language
	02	Social Studies
	03	Mathematics
	04	Science
	05	Business Education
	06	Office Coop.
	07	D. E. Coop.
	08	Home Economics
	09	Vocational Agriculture
	10	Trades and Industry
	11	Industrial Arts
	12	Art
	13	Vocal Music
	14	Instrumental Music
	15	Physical Education
	16	Driver Education
	30	Language Arts
	31	Reading
	32	Spelling
	33	Writing
20 Support of Instruction		
	01	Pupil Personnel Services
	050	Director
	100	Psychological
	200	Social Work
	300	Speech and Hearing
	400	Career Education
	500	Counseling and Guidance
	600	Testing Program
	02	Educational Technology
	050	Director
	110	Materials review and selection
	120	Materials processing and cataloging
	130	Student Services
	140	Teacher Services
	150	Production Services
	200	Print Instructional Materials
	300	Non-print Instructional Materials

<u>Program (XX)</u>	<u>Department (XX)</u>	<u>Course (XXX)</u>
20	Support of Instruction	
	02	Educational Technology (continued)
	400	Instructional Media
	450	Equipment Repair and Maintenance
	500	Central IMC
	510	MIS Project
	03	Health Services
	04	Athletics
	05	Extra Curricular
	06	Pupil Transportation
	001	Transportation, General
	002	Vehicle Operation
	003	Vehicle Maintenance and Servicing
	004	Other Transportation Services
	07	Food Service
	001	Food Preparation and Serving
	002	Food Delivery
	003	Other Food Services
30	Administration	
		<u>Position (XX)</u>
	10	Board of Education
	11	Board Secretary
	12	Board Treasurer
	20	Superintendent
	21	Assistant Superintendent
	22	Assistant Superintendent
	23	Director of Elementary Education
	24	Director of Secondary Education
	40	Principal
	41	Associate Principal
	42	Associate Principal
	50	Office

*In the Administrative Program, activities are clustered by the administrative position.

ADMINISTRATIVE ACTIVITIES

- 900 Improvement of Instruction and Curriculum
 - 901 Supervision
 - 902 Curriculum Development
 - 903 Instructional Development
 - 909 Other
- 910 Research and Development
 - 911 Development
 - 912 Evaluation
 - 913 Planning
 - 914 Research
 - 919 Other
- 920 Data Processing
 - 921 Systems Analysis
 - 922 Programming
 - 923 Operations
 - 929 Other
- 930 Fiscal Services
 - 931 Budgeting
 - 932 Receiving and Disbursing
 - 933 Payroll
 - 934 Financial Accounting
 - 935 Purchasing
 - 939 Other
- 940 General Services
 - 941 Warehousing and Distribution
 - 942 Printing, Publication, and Duplication Services
 - 943 General Administration
 - 949 Other
- 950 Information Services
 - 951 Internal Information
 - 952 Public Information
 - 953 Community Relations
 - 959 Other
- 960 Staff Services
 - 961 Recruitment and Placement
 - 962 Staff Accounting
 - 963 In-service Education
 - 964 Coordination of Staff
 - 969 Other

ADMINISTRATIVE ACTIVITIES (continued)

- 970 Debt Service
 - 971 Bond Redemption
 - 972 Long-Term Loan
 - 973 Short-Term Loan
 - 974 Current Loan
 - 979 Other
- 980 Pupil Services
 - 981 Supervision of Student Personnel
 - 982 Attendance Services
 - 983 Mark Reporting
 - 984 Student Scheduling
 - 985 Commencement
 - 986 Student Records
 - 987 Student Assemblies
 - 989 Other Services
- 990 Office Operation

Program (XX)Activity (XXX)

40 Maintenance and Operation

Department (XX)

01 Facilities Acquisition and Construction

- 100 Land Acquisition
- 200 Land Improvement
- 300 Architecture and Engineering
- 400 Building Acquisition
- 500 Improvement and Construction

02 Facilities Maintenance and Operation (Regular School Year)

- 110 General Maintenance and Operation
- 120 Site Maintenance
- 130 Site Operation
- 140 Building Maintenance
- 150 Building Operation
- 155 Community Activity
- 160 Mechanical Maintenance
- 161 Heating
- 162 Sewer and Plumbing

03 Facilities Maintenance and Operation (Summer)

- 110 General Maintenance and Operation
- 120 Site Maintenance
- 130 Site Operation
- 140 Building Maintenance
- 150 Building Operation
- 155 Community Activity
- 160 Mechanical Maintenance
- 161 Heating
- 162 Sewer and Plumbing

04 Utilities

- 100 Electricity
 - 101 Lights
 - 102 Power
 - 103 Air Conditioning
 - 109 Other
- 200 Water and Sewer
- 300 Gas
 - 301 Heating
 - 302 Kitchens
 - 303 Classrooms
 - 309 Other

DEFINITIONS OF EXPENDITURES

Certified Salaries: Salaries paid to staff members in positions which require certification by the State Department of Public Instruction. (Expenditure type serves as a position code.)

Non-Certified Salaries: All salaries and wages paid which are not classified as certified salaries. (Expenditure type serves as a position code.)

Employee Benefits: Those expenses for employee retirement and other fringe benefits.

Supplies: Items which are categorized as supplies must meet at least one of the following criteria: 1) consumable, 2) item is processed in same way before use, or 3) item costs less than ten dollars.

Materials: Print and non-print items which are purchased or rented in a form which is directly usable. Examples include: books, films, tape recordings, etc.

Repair and Replacement of Equipment: Expenditures for the repair and replacement of capital outlay equipment.

Capital Outlay: Expenditures made for equipment costing more than ten dollars and expenditures for new construction or remodeling of facilities.

Contracted Services: Those services which are jobbed out to agencies or individuals outside of the school system.

EXPENDITURES

1000 Certified Salaries

1100 Instruction

- 1110 Department Chairmen
- 1120 Team Leader
- 1130 Teacher
- 1140 Teacher Associate
- 1150 Substitute Teacher

1200 Support of Instruction

- 1210 Director
- 1220 Coordinator
- 1230 Librarian
- 1240 Nurse
- 1250 Counselor
- 1260 Extra Curricular Activity Sponsor
 - 1261 Athletics (coach)
 - 1262 Activity Sponsor
- 1270 Psychologist
- 1280 Social Worker
- 1290 Therapist
 - 1291 Speech

1300 Administration

- 1310 Superintendent
- 1320 Assistant Superintendent
- 1330 Director
- 1340 Coordinator
- 1350 Principal
- 1360 Associate Principal
- 1370 Administrative Assistant
- 1380 Supervisor

2000 Non-Certified Salaries

2010	Teacher Aide
2020	Lay Reader
2030	Lab Assistant
2040	Secretary
2050	Clerk
2060	Technician
2070	On-The-Job Trainee
2080	Student Worker
2090	Typist
2100	Switchboard Operator
2110	Supervisor
2120	Custodian
2130	Head Custodian
2140	Painter
2150	Grounds Keeper
2160	Carpenter
2170	Mason

3000 Employee Benefits

3010	Social Security
3020	State Retirement
3030	Health Insurance
3040	Life Insurance
3050	Workmen's Compensation

4000 Supplies and Equipment

4100	Supplies and Equipment
4110	Instructional Supplies
4120	Library and A-V Supplies
4130	Office Supplies
4140	Health Supplies
4150	Transportation Supplies
4160	Food Service Supplies
4170	Maintenance Supplies
4180	Other Supplies

5000 Instructional Materials

5100 Print Materials

- 5110 Textbooks
- 5120 Reference Books
- 5130 Magazines and Journals
- 5140 Reprints
- 5150 Pamphlets
- 5160 Workbooks and Weeklies
- 5170 Testing Materials
- 5180 Music
- 5190 Other print materials

5200 Non-Print Materials - Purchased

- 5210 Records
- 5211 Cassette Tapes
- 5212 Reel Tapes
- 5240 Filmstrips
- 5241 Slides, 35 mm.
- 5242 8 mm. Motion Picture
- 5243 Transparency
- 5270 Sound Filmstrip
- 5271 16 mm. Sound Motion Picture
- 5272 Sound w/Slides
- 5273 Sound w/Transparency
- 5274 Video Tape

5300 Non-Print Materials - Rentals

- 5310 Records
- 5311 Cassette Tapes
- 5312 Reel Tapes
- 5340 Filmstrips
- 5341 Slides, 35 mm.
- 5342 8 mm. Motion Pictures
- 5343 Transparency
- 5370 Sound Filmstrips
- 5371 16 mm. Sound Motion Picture
- 5372 Sound w/Slides
- 5373 Sound w/Transparency
- 5374 Video Tape

5400 Replacement of Print Materials

- 5410 Textbooks
- 5420 Reference Books
- 5430 Magazines and Journals
- 5440 Reprints
- 5450 Pamphlets
- 5460 Workbooks and Weeklies
- 5470 Testing Materials
- 5480 Music
- 5490 Other Print Materials

5500 Replacement of Non-Print Materials

- 5510 Records
- 5511 Cassette Tape
- 5512 Reel Tape

- 5540 Filmstrip
- 5541 Slides, 35 mm.
- 5542 8 mm. Motion Picture
- 5543 Transparency

- 5570 Sound Filmstrip
- 5571 16 mm. Sound Motion Picture
- 5572 Sound w/Slides
- 5573 Sound w/Transparency
- 5574 Video Tape

6000 Repair and Replacement of Equipment

6100 Replacement of Equipment

- 6110 Instructional equipment replacement
- 6120 Library and A-V equipment replacement
- 6130 Office Equipment replacement
- 6140 Health equipment replacement
- 6150 Transportation equipment replacement
- 6160 Food Service equipment replacement
- 6170 Maintenance equipment replacement
- 6180 Other equipment replacement

6200 Repair of Equipment

- 6210 Instructional equipment repair
- 6220 Library and A-V equipment repair
- 6230 Office equipment repair
- 6240 Health equipment repair
- 6250 Transportation equipment repair
- 6260 Food Service equipment repair
- 6270 Maintenance equipment repair
- 6280 Other equipment repair

7000 Capital Outlay

7100 New Equipment

- 7110 Instructional equipment
- 7120 Library and A-V equipment
- 7130 Office equipment
- 7140 Health equipment
- 7150 Transportation equipment
- 7160 Food Service equipment
- 7170 Maintenance equipment
- 7180 Other capital outlay equipment

7200 New Construction

7300 Building Alterations

8000 Contracted Services

8010 Postal Service

8100 Insurance and Bond Premiums

- 8110 Property Insurance
- 8120 Liability Insurance
- 8130 Fidelity Bond Premiums
- 8140 Vehicle Insurance

8200 Professional Services

- 8210 Legal Services
- 8220 Educational Consultants
- 8230 Auditing Service
- 8240 Instructional Services
- 8250 Educational T-V
- 8260 Dental Services

8300 Technical Services

- 8310 Test Scoring
- 8320 Photographic Services
- 8330 Computer Services
- 8340 Police Service
- 8350 Printing and Copying

8400 Transportation

- 8410 Mileage (within district)
- 8420 Mileage (outside district)
- 8430 Commercial Transportation

8500 Reimbursements

- 8510 Subsistence
- 8520 Lodging
- 8530 Tuition

8600 Dues and Memberships

8700 Communications

- 8710 Telephone and Telegraph

8800 Repair and Maintenance Service

- 8810 Instructional

- 8811 Book Rebinding

- 8820 Library and Audio-Visual

- 8830 Office

- 8840 Health

- 8850 Transportation

- 8860 Food Service

- 8870 Maintenance

- 8871 Heating and Ventilation System

- 8872 Air-Conditioning System

- 8873 Plumbing

- 8874 Electrical

- 8875 Clocks and Signals

- 8876 Roofing

- 8877 Painting

- 8890 Other

9000 Other Costs

- 9100 Resale
- 9200 Debt Service
- 9300 Contingency

P R O C E S S E D B U D G E T S U M M A R Y - - D E P A R T M E N T - - - - A L L D E P T S
FOR APOLLO COMMUNITY SCH DIST DATE FEBRUARY 28, 1972 RUN NO. 005

P R O G R A M - - - A L L P R O G R A M S
S U I L D I N G - - - A L L S C H O O L S
L E V E L - - - - - E L E M E N T R Y
J U N I O R H I G H
S E N I O R H I G H

PROGRAM WITHIN BUILDING BY DISTRICT

DIST--3141	PROGRAM	P R O C E S S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T									
		CERT. SAL.	SCHOOL N-CERT. SAL.	WITHIN BUILDING	SUP. & EQUIP.	RUN NO. 005	REP. & REPL.	CAP. OUT.	FEBRUARY 28, 1972	OTHER COSTS	PAGE 1 TOTAL
	INSTRUCTION	390,595	4,420		10,500	7,598	5,439	3,599	10	111	422,255
	SUPRT-INSTR	22,543			3,327	2,885		3,226			32,723
	ADMINISTRATE	35,000	7,212		4,924	336		29	350	350	48,202
	MAINTENANCE		30,205		982				3,250		34,437
	BUILDG 209	440,278	41,927		19,734	10,821	5,439	7,445	3,610	461	537,618
	JUNIOR HIGH	440,278	41,927		19,734	10,821	5,439	7,445	3,610	461	537,618
	LIST 3141	440,278	41,927		19,734	10,821	5,439	7,445	3,610	461	537,618

PROPOSED BUDGET SUMMARY - DEPARTMENT - - - ALL DEPTS
FOR APOLLO COMMUNITY SCH DIST DATE FEBRUARY 28, 1972 RUN NO. 005

PROGRAM - - - ALL PROGRAMS

BUILDING - - - ALL SCHOOLS

LEVEL - - - - ELEMENTARY
JUNIOR HIGH
SENIOR HIGH

DEPARTMENT WITHIN PROGRAM BY DISTRICT

(D)

DEPT BUDGET SUMMARY - - - DISTRICT - - - APOLLO COMMUNITY SCH DIST

DIST--3141

DEPARTMENT	CERT. SAL.	SCHOL	NT WITHIN PROGRAM	PROGRESS CITY JR HIGH	N-CERT. SAL.	EMP. PEN.	SUP. & EQUIP.	RUN NO. 005	MATLS	REP. & REPL.	CAP. OUT.	FEBRUARY 28, 1972	CONT. SERV.	OTHER COSTS	PAGE	TOTAL
01 FOR. LANG.	11,731							144							11,925	42
02 SOC. STU.	55,343						88	721							56,152	
03 MATH	68,946						53	408	50	11					69,468	
04 SCIENCE	65,199						4,272	2,480	52	53					72,057	
05 BUS. EDUC.								50	1,120			10			1,180	
08 HOME EC.	31,031			2,109			1,209	213	845	554					35,934	
11 IND. ARTS	34,345			1,418			1,418	460	1,599	2,652				111	40,547	
12 ART	17,265			1,122			1,122								18,387	
13 VOC MUSIC	11,973			280			21	517		104					12,897	
14 INST MUSIC	14,589							650	1,484						16,724	
15 PHYS. ED.	30,265			183			1,967		318	213					32,947	
30 LANG. ARTS	49,035			1,837			175	1,910							52,858	
40 SPEC. ED.	901						171	92	9						1,174	
INSTRUCTION	390,595			4,410			10,500	7,598	5,439	3,599		10	111		422,255	

DIST--3141
 DEPARTMENT
 01 PU.PERS.SV
 02 ED.TECH.
 04 ATHLETICS
 05 EX.CURR.
 13
 SUPRT-INSTR
 22,683

P R O P O S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T
 DEPARTMENT WITHIN PROGRAM BY DISTRICT
 SCHOOL PROGRESS CITY JR HIGH
 CERT. N-CERT. SAL. EMP. BEN. SUP. & EQUIP. RUN NO. 005 MATLS REP. & REPL. CAP. OUT. FEBRUARY 28, 1972 CONT. SERV. OTHER COSTS PAGE TOTAL

16,193		37	376									413
6,150		3,241	2,477					2,486				24,388
350		48						1,235				7,434
			31									381
		3,327	2,985					104				104
								3,826				32,723

DIST--3141
 DEPARTMENT
 40 PRINCIPAL
 50 SCH.OFFICE
 ADMINISTRATE

P R O P O S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T
 DEPARTMENT WITHIN PROGRAM BY DISTRICT
 SCHOOL PROGRESS CITY JR HIGH
 CERT. N-CERT. SAL. EMP. BEN. SUP. & EQUIP. RUN NO. 005 MATLS REP. & REPL. CAP. OUT. FEBRUARY 28, 1972 CONT. SERV. OTHER COSTS PAGE TOTAL

35,000												35,000
	7,212							29				13,202
35,000	7,212							29				48,202



PRU D S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T
D E P A R T M E N T W I T H I N P R O G R A M B Y D I S T R I C T

DIST--3141

DEPARTMENT

02 FAC.MT.0 R

03 FAC.MT.D S

MAINTENANCE

6071 DG 209

JUNIOR HIGH

DIST 3141

PAGE 4
TOTAL

REP. & REPL.	CAP. OUT.	FEBRUARY 28, 1972	CONT. SERV.	DTN CON.

RUN NO. 005
SUP. & MATLS
EQUIP.

SCHOOL	PROGRESS CITY JK HIGH
CERT.	N-CERT.
SAL.	SAL.
	EMP.
	BEN.

32,177

1,260

34,437

537,618

537,618

537,618



PROPOSED BUDGET SUMMARY - DEPARTMENT - ALL DEPTS
FOR APOLLO COMMUNITY SCH DIST DATE FEBRUARY 28, 1972 RUN NO. 005

P R O G R A M - - A L L P R O G R A M S

B U I L D I N G - - A L L S C H O O L S

LEVEL - - - ELEMENTRY
JUNIOR HIGH
SENIOR HIGH

COURSE WITHIN DEPARTMENT BY DISTRICT

01 DIST--3141
COURSE
341 3,362
343 1,982
345 2,938
347 3,448
01 FOR.LANG. 11,731

OS E O B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H O I S T
WITHIN DEPARTMENT BY DISTRICT DEPARTMENT - - - - - FOR.LANG.
PROGRESS CITY JR HIGH EMP. BEN. SUP. & EQUIP. RUN NO. 005 MATLS REPL. & CAP. OUT. CONT. SERV. OTHER COSTS
N-CERT. SAL. 38

341 3,362
343 1,982
345 2,938
347 3,448
01 FOR.LANG. 11,731

3,400
1,982
2,938
3,604
11,925

PAGE 1 TOTAL

02 DIST--3141
COURSE
133 19,350
150 2,293
233 18,742
234 2,082
331 7,725
335 5,150
02 SOC.STU. 55,343

PROPOSED BUDGET SUMMARY - - DISTRICT - - A P O L L O C O M M U N I T Y S C H O I S T
WITHIN DEPARTMENT BY DISTRICT DEPARTMENT - - - - - SOC.STU.
PROGRESS CITY JR HIGH EMP. BEN. SUP. & EQUIP. RUN NO. 005 MATLS REPL. & CAP. OUT. CONT. SERV. OTHER COSTS
N-CERT. SAL. 25 280

133 19,350
150 2,293
233 18,742
234 2,082
331 7,725
335 5,150
02 SOC.STU. 55,343

19,655
2,293
19,039
2,132
7,792
5,239
56,152

PAGE 2 TOTAL

(2)

PROPOSED BUDGET SUMMARY - DISTRICT - APOLLO COMMUNITY SCH DIST												
COURSE WITHIN DEPARTMENT BY DISTRICT DEPARTMENT - MATH												
SCHOOL PROGRESS CITY JR HIGH												
CERT. N-CERT. SAL. EMP. BEN. SUP. & EQUIP. RUN NO. 005 MATLS REP. & REPL. CAP. OUT. OTHER CONT. SERV. COSTS												
PAGE 3 TOTAL												
113	18,422					7			5			18,435
115	2,778						258					3,036
200	1,527					38	150	50				1,766
213	18,422					7			5			18,435
215	2,778											2,778
311	2,575											2,575
313	13,484											13,484
314	5,150											5,150
315	3,808											3,808
03 MATH	68,946					53	408	50	11			69,468

46

(1)

DIST--3141									
COURSE	COURSE	SAL.	CERT.	SCHOOL	SERVICES	DEPARTMENT	SUBJECT	BY DISTRICT	APOLLO COMMUNITY SCH DIST
		</							

(M)

P R O P O S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T
C O U R S E W I T H I N D E P A R T M E N T - - - B U S . E D U C .
S C H O L P R O G R E S S C I T Y J R H I G H R U N N O . 005 F E B R U A R Y 28, 1972 P A G E 5
C E R T . N - C E R T . E M P . S U P . & M A T L S R E P . & C A P . O T H E R
S A L . N - C E R T . B E N . E Q U I P . O U T . S E R V . C O S T S T O T A L
C O U R S E
251 1,120 1,120 1,120
300 50 10 60
05 BUS. EDUC. 50 10 1,180

(N)

P O S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T
W I T H I N D E P A R T M E N T - - - H O M E E C .
S C H O L P R O G R E S S C I T Y J R H I G H R U N N O . 005 F E B R U A R Y 28, 1972 P A G E 6
C E R T . N - C E R T . E M P . S U P . & M A T L S R E P . & C A P . O T H E R
S A L . N - C E R T . B E N . E Q U I P . O U T . S E R V . C O S T S T O T A L
C O U R S E
166 619 619
167 3,316 3,316
168 2,379 2,379
169 2,908 2,908
266 619 619
267 2,984 2,984
268 2,141 2,141
269 2,617 2,617
350 2,321 2,321
351 1,023 539 20 1,606
361 85 64 385 821
362 59 90 20 149 319
366 619 619
367 3,648 3,648
368 2,616 2,616
369 3,199 3,199
370 2,869 252 3,128
08 HOME EC. 31,001 2,109 845 554 35,934

P R O P O S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T													
C O U R S E W I T H I N D E P A R T M E N T - - I N D . A R T S													
C E R T . S C H O O L P R O G R E S S C I T Y J R H I G H S U P . & M A T L S R E P . & O T H E R													
S A L . N - C E R T . S A L . E M P . B E N . E Q U I P .													
F E B R U A R Y 2 8 , 1 9 7 2 C O N T . S E R V . C O S T S													
P A G E 7 T O T A L													
160													16
161	2,888			126	24	28							3,067
162	2,988			117	24	28							3,058
163	1,353			59	15	17							1,445
164	1,353			49	15	17							1,435
261	3,556			126	24	28							3,734
262	3,556			117	24	28							3,725
263	1,601			59	15	17							1,693
264	1,601			49	15	17							1,683
328	515			26	54	95	285						975
361	3,783			168	27	31							4,009
362	3,783			156	27	31							3,998
363	1,929			79	15	17							2,041
364	1,414			66	15	17							1,513
365	4,121			60	30	35							4,246
450					26	21	609						656
451				36	35							77	149
460				94	59								154
470				5	5	55	1,382					34	1,483
480				18	8	1,073	359						1,458
11 IND. ARTS	34,345			1,418	460	1,559	2,652					111	40,547

(P)

DIST--3141		BUDGET SUMMARY - - DISTRICT - - APOLLO COMMUNITY SCH DIST									
		SCHOOL				WITHIN DEPARTMENT		BY DISTRICT		DEPARTMENT - - - - ART	
		PROGRESS CITY JR HIGH		N-CERT.		SAL.		EMP. BEN.		SUP. & EQUIP.	
		CERT. SAL.		N-CERT. SAL.		EMP. BEN.		SUP. & EQUIP.		RUN NC. 005	
										MATLS	
										REP. & REPL.	
										CAP. OUT.	
										OTHER COSTS	
										PAGE 8 TOTAL	
										7,368	
										5,529	
										4,695	
										793	
										18,367	
COURSE		171	7,229								
		271	5,420								
		371	4,616								
		400									
12 ART			17,265								

P R O P O S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T													
COURSE		WITHIN DEPARTMENT		BY DISTRICT		D E P A R T M E N T - - -		V O C M U S I C					
SCHOOL		P R O G R E S S C I T Y J R H I G H		E M P .		R U N N O . 0 0 5		F E B R U A R Y 2 8 , 1 9 7 2					
C E R T .		N - C E R T .		E M P .		S U P . & E Q U I P .		M A T L S		R E P . & R E P L .		O T H E R C O S T S	
S A L .		S A L .		B E N .						C A P . O U T .			
181		6,952										6,952	
281		2,060										2,060	
282		1,030										1,170	
382		1,030										1,170	
531								21		517		643	
713		901								104		901	
13 VOC MUSIC		11,973		280		21		517		104		12,897	

50

2

DIS	COURSE	LEVI. SAL.	J S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T	CL	WITHIN DEPAR. WENT	BY DISTRICT	DEPART MENT - - - INST MUSIC	RUN NO. 005	SUP. & EQUIP.	EMP. BEN.	MATLS	REF. & REPL.	CAP. OUT.	FEBRUARY 28, 1972	CONT. SERV.	OTHER COSTS	PAGE 10 TOTAL
186		4,273															4,273
195		1,639															1,639
286		4,273															4,273
386		4,403															4,403
525											650		1,484				2,134
14	INST MUSIC	14,589									650		1,484				16,724

(S)

J S E D B U O G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T

WITHIN DEPARTMENT BY DISTRICT DEPARTMENT - - - - - PHYS. ED.

SCHOOL PROGRESS CITY JR HIGH EMP. RUN NO. 005 FEBRUARY 28, 1972 OTHER

N-CERT. SAL. BEN. SUP. & EQUIP. MATLS. REP. & REPL. CAP. OUT. COSTS

COURSE	CERT. SAL.	EMP. BEN.	SUP. & EQUIP.	MATLS.	REP. & REPL.	CAP. OUT.	PAGE 11 TOTAL
196		183					193
500			1,967		318	213	2,498
501	19,210						19,210
510	11,055						11,055
15 PHYS. ED.	30,265	183	1,967		318	213	32,947



51

P R O P O S E D B U O G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T

COURSE WITHIN DEPARTMENT BY DISTRICT DEPARTMENT - - - - - LANG. ARTS

SCHOOL PROGRESS CITY JR HIGH EMP. RUN NO. 005 FEBRUARY 28, 1972 OTHER

N-CERT. SAL. BEN. SUP. & EQUIP. MATLS. REP. & REPL. CAP. OUT. COSTS

COURSE	CERT. SAL.	EMP. BEN.	SUP. & EQUIP.	MATLS.	REP. & REPL.	CAP. OUT.	PAGE 12 TOTAL
001		1,837	10	75			1,923
103	10,283		5	283			10,572
105	3,291		5	130			3,421
203	12,279			426			12,705
205	2,376			90			2,466
303	12,591		3	467			13,062
305	4,242			127			4,376
307	1,348		75				1,423
309	634		75	40			749
310	1,982			168			2,150
30 LANG. ARTS	49,035	1,837	175	1,810			52,858

PROPOSED BUDGET SUMMARY - DISTRICT - APOLLO COMMUNITY SCH DIST

COURSE WITHIN DEPARTMENT BY DISTRICT DEPARTMENT - SPEC. ED. PAGE 13

SCHOOL PROGRESS CITY JR HIGH EMP. FEBRUARY 28, 1972 TOTAL

CERT. N-CERT. SAL. SUP. & EQUIP. MATLS. REP. & REPL. CAP. OUT. CONT. SERV. OTHER COSTS

181 901

700 50

702 40

703 15

711 119

730 12

731 24

40 SPEC. ED. 901 1,174

INSTRUCTION 390,095 4,410 10,500 7,598 5,439 3,589 10 111 422,255

PROPOSED BUDGET SUMMARY - DISTRICT - APOLLO COMMUNITY SCH DIST

COURSE WITHIN DEPARTMENT BY DISTRICT DEPARTMENT - PU.PERS.SV PAGE 14

SCHOOL PROGRESS CITY JR HIGH EMP. FEBRUARY 28, 1972 TOTAL

CERT. N-CERT. SAL. SUP. & EQUIP. MATLS. REP. & REPL. CAP. OUT. CONT. SERV. OTHER COSTS

250 111

350 60

500 37 205 242

01 PU.PERS.SV 37 376 413

(W)

DIST--3141		P R O P O S E D B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T									
COURSE		WITHIN DEPARTMENT BY DISTRICT		DEPARTMENT		CAP. & OUT.		SERV.		OTHER COSTS	
COURSE		N-CERT. SAL.		EMP. BEN.		SUP. & EQUIP.		RUN NO. 005		FEBRUARY 28, 1972	
COURSE		N-CERT. SAL.		EMP. BEN.		SUP. & EQUIP.		MATLS		CAP. & OUT.	
110	1,389										1,389
120	2,288										5,000
130	8,320										8,320
140	3,236										3,236
150	114									14	129
151	138										138
152	694										694
200											440
300								440			2,037
302											62
303										120	120
304										80	80
314										55	55
340										45	99
400											2,583
02 ED. TECH.	16,183							3,241	2,477	2,108	24,388

(X)

DIST--3141		SUMMARY - - DISTRICT - - APOLLO COMMUNITY SCH DIST										PAGE 16	
COURSE		WITHIN DEPARTMENT BY DISTRICT										TOTAL	
COURSE		SCHOOL										TOTAL	
COURSE		CERT. SAL.										TOTAL	
COURSE		N-CERT. SAL.										TOTAL	
COURSE		EMP. BEN.										TOTAL	
COURSE		SUP. & EQUIP.										TOTAL	
COURSE		RUN NO. 005										TOTAL	
COURSE		MATS										TOTAL	
COURSE		REP. & REPL.										TOTAL	
COURSE		CAP. OUT.										TOTAL	
COURSE		CONT. SERV.										TOTAL	
COURSE		OTHER COSTS										TOTAL	
100	150											150	
101	1,800											2,808	
102	1,300											1,300	
103	1,200											1,305	
104	300											300	
107	1,100											1,270	
111	150											150	
211	150											150	
04 ATHLETICS	6,150											7,434	
													54



34



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Full Text Provided by ERIC

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DIST--3141	P R O P O S E D COURSE WITHIN DEPARTMENT SCHOOL PROGRESS CITY JR HIGH	S U M M A R Y - - BY DISTRICT	D I S T R I C T - - D E P A R T M E N T - - -	A P O L L O C O M M U N I T Y S C H D I S T SCH.OFFICE	F E B R U A R Y 28, 1972 CONT.	O T H E R . SERV.	C O S T S	TOTAL
COURSE	CERT. SAL.	N-CERT. SAL.	EMP. BEN.	SUP. & EQUIP.	RUN NO. 005 MATLS	REP. & REPL.	CAP. OUT.	
943				399			200	949
949					300			300
951					36			36
953				150				150
982				4				4
990	7,212			4,369			150	11,760
50 SCH.OFFICE	7,212			4,924	336		350	13,202
ADMINISTRATE	35,000	7,212		4,924	336		350	48,202

②

[illegible]

DIST--3141

COURSE

P R O J E C T B U D G E T S U M M A R Y - - D I S T R I C T - - A P O L L O C O M M U N I T Y S C H D I S T		C O U R S E W I T H I N D E P A R T M E N T - - - F A C . M T . O S		F E B R U A R Y 2 8 , 1 9 7 2		P A G E 2 3	
S C H O O L C E R T . S A L .		P R O G R E S S C I T Y J R H I G H		R U N N G . O O S		T O T A L	
		E M P . R E V .		M A I L S			
		S U P . & E Q U I P .		R E P . & R E P L .		O T H E R C O S T S	
		C A P . O U T .		C O N T . S E R V .			
140		1,260					1,260
03 FAC.MT.O S		1,260					1,260
MAINTENANCE		30,205		982		3,250	34,437
BUILDG 209	448,278	41,827		19,734	10,821	5,439	461
JUNIOR HIGH	448,278	41,827		19,734	10,821	5,439	461
DIST 3141	448,278	41,827		19,734	10,821	5,439	461

P R O P O S E D B U D G E T I T E M S

* FOR LANG. 01 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	RLN NO. 005	UNIT CGST	PAGE 001
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.	UNITS	PC1.	TOTAL COST	ACT
YR FD ORG PG PA CRS EXPC SEQ						
73 10 209 01 01 341 1130 001 032	N LAYIN	21122.00	25	\$	13,450.00	\$ 3,362.50 A 5
73 10 209 01 01 341 541C 001 1234	HINES WELCH OUR LAYIN HER BOOK I	21460.00	5	\$	3.30	\$ 16.50 A 2
73 10 209 01 01 341 5420 001 2894	CROFT FABULAE ANTIQUAE	21459.00	10	\$	1.00	\$ 10.00 A 2
73 10 209 01 01 341 5420 002 0112	CARRUTHERS ALICIA IN TERRA MIRA	21459.00	1	\$	2.40	\$ 2.40 A 2
73 10 209 01 01 341 5420 003 1906	HAMILTON MYTHCLOGY	21459.00	10	\$	.95	\$ 9.50 A 2
* COURSE TOTAL * 341 * - - - - - \$ 3,400.90						
73 10 209 01 01 343 1130 001 131	M SPANISH	21122.00	25	\$	7,930.00	\$ 1,982.50 A 5
* COURSE TOTAL * 343 * - - - - - \$ 1,982.50						
73 10 209 01 01 345 1130 001 146	J FRENCH	21122.00	40	\$	7,345.00	\$ 2,938.00 A 5
* COURSE TOTAL * 345 * - - - - - \$ 2,938.00						
73 10 209 01 01 347 1130 001 159	GERMAN	21122.00	40	\$	8,620.00	\$ 3,448.00 A 5
73 10 209 01 01 347 5130 001 2328	159 DAS RAD	21437.00	50	\$	1.00	\$ 50.00 1
73 10 209 01 01 347 516C 001 1292	159 REHDER UBUNGSBUCH	21437.00	50	\$	2.12	\$ 106.00 1
* COURSE TOTAL * 347 * - - - - - \$ 3,604.00						
** DEPARTMENT TOTAL ** FCR.LANG. * - - - - - \$ 11,925.40						

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(50)

* SGC-STU. Q2 *		INSTRUCTION		P R O P O S E D B U D G E T I T E M S		R U N A C. 005		F E B R U A R Y 24, 1972		P A G E 002	
UPDATE SEQUENCE NO.		PRGRESS CITY JR. HIGH		C I S T --3141		U N I T S P C T.		U N I T C O S T		T O T A L C O S T	
YR FD CRG PG FA CAS EXPC SEQ		ITEM DESCRIPTION		F.O.D.							
73 10 209 01 02 133 1130 0C1 156		C	GEOGRAPHY	21122.00	100 \$	11,055.00	\$	11,055.00	A \$		
73 10 209 01 02 133 1130 0C2 132		L	GEOGRAPHY	21122.00	100 \$	8,295.00	\$	8,295.00	A \$		
73 10 209 01 02 133 411C 0C1 1126		156 JOB WESR STUDY LESSONS MAP RD	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 411C 0C6 2662 132		TEACHERS SHEARS 8C 501C1C	21435.00	1	100 \$	1.05	\$	1.05	1		
73 10 209 01 02 133 4110 012 1754 156		DESK CRGANIZER 105 5	21435.00	1	100 \$	2.45	\$	5.45	1		
73 10 209 01 02 133 4110 017 1754 132		LETTERS PCSTER PACK 2039	21435.00	1	100 \$	3.95	\$	3.95	1		
73 10 209 01 02 133 5150 0C1 0122		156 AM ED PB AREA STUDIES INDIA	21437.00	10	100 \$	.40	\$	4.00	1		
73 10 209 01 02 133 519C 0C2 0122		156 AM ED PB AREA STC MIDDLE EAST	21437.00	10	100 \$	.40	\$	4.00	1		
73 10 209 01 02 133 519C 0C3 1312		156 KUBLIN MIDEAST READINGS	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 5190 004 1312		156 KUBLIN W EUROPE SIN 1750 RS	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 0C5 0122		156 AM ED PB AREA STUDIES AFRICA	21437.00	10	100 \$	.40	\$	4.00	1		
73 10 209 01 02 133 519C 0C6 1312		156 KUBLIN AFRICA REGL STUDIES	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 0C7 1312		156 KUBLIN EUROPE SIN 1750 R ST	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 0C9 0122		156 AM ED PB AREA STUDIES ASIA	21437.00	10	100 \$	.40	\$	4.00	1		
73 10 209 01 02 133 519C 010 0122		156 AM ED PB AREA STUDIES CHINA	21437.00	10	100 \$	.40	\$	4.00	1		
73 10 209 01 02 133 519C 011 1312		156 KUBLIN AFRICA READINGS	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 012 1312		156 KUBLIN CHINA REGL STUDIES	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 013 1312		156 KUBLIN CHINA READINGS	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 014 1312		156 KUBLIN INDIA REGL STUDIES	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 015 1312		156 KUBLIN INDIA READINGS	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 016 1312		156 KUBLIN JAPAN REGL STUDIES	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 017 1312		156 KUBLIN JAPAN READINGS	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 018 1312		156 KUBLIN SOV UN REGL STUDIES	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 019 1312		156 KUBLIN SOV UN READINGS	21437.00	10	100 \$	1.50	\$	15.00	1		
73 10 209 01 02 133 519C 020 1312		156 KUBLIN MIDEAST AREA STUDIES	21437.00	10	100 \$	1.50	\$	15.00	1		

P R O P O S E D B U D G E T I T E M S

* SOC.STU.	02 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	UNIT	RG.	005	PCT.	FEBRUARY 24, 1972	PAGE	003						
YR	FD	CRG	PG	PA	CRS	EXPD	SEQ	ITEM DESCRIPTION	F.O.	UNIT COST	TOTAL COST	ACT					
73	10	209	01	02	133	5490	001	156 CONTG FD REP PBACK REF MTRLS	21437.00	1	100	\$	50.00	\$	50.00	1	
* CCOURSE TOTAL * 133 * - - - - - \$ 15,655.45																	
73	10	209	01	02	150	1140	001	0210 60 182 21133.00			100	\$	2,293.20	\$	2,293.20	A 5	
* CCOURSE TOTAL * 150 * - - - - - \$ 2,293.20																	
73	10	209	01	02	233	1130	001	151 H SOC STUDIES	21122.00		90	\$	12,530.00	\$	11,277.00	A 5	
73	10	209	01	02	233	1130	002	149 D SCC STUDIES	21122.00		90	\$	8,295.00	\$	7,465.50	A 5	
73	10	209	01	02	233	4110	001	1584 151ART N CHART PARK BLACK	160 21435.00		1	100	\$	.59	\$	.59	1
73	10	209	01	02	233	4110	002	1584 151BULL 8D RCLL DK YELLOW	57328 21435.00		1	100	\$	5.65	\$	5.65	1
73	10	209	01	02	233	4110	003	0880 151DEMCO CARCS WHITE, BOX	32240 21435.00		1	100	\$	2.55	\$	2.55	1
73	10	209	01	02	233	4110	004	1584 151ART N CHART MARKER RED	160 21435.00		1	100	\$	.59	\$	.59	1
73	10	209	01	02	233	4110	005	1584 151AKT N CHART MARK GREEN	160 21435.00		1	100	\$	.59	\$	.59	1
73	10	209	01	02	233	4110	009	0880 149 DEMCO BK CAROS WH 500S	322400 21435.00		1	100	\$	2.55	\$	2.55	A 2
73	10	209	01	02	233	4110	010	1584 149 PASTE BPLSHES	7 21435.00		12	100	\$	.36	\$	4.32	A 2
73	10	209	01	02	233	4110	011	1584 149 SCISSORS	109S 21435.00		1	100	\$	2.45	\$	2.45	A 2
73	10	209	01	02	233	4110	012	1584 149 ERITE LINE WATERCOLOR	48R 21435.00		1	100	\$	1.95	\$	1.95	A 2
73	10	209	01	02	233	4110	013	0880 149 BK POCKETS BIDEAL 500S	253250 21435.00		1	100	\$	3.95	\$	3.95	A 2
73	10	209	01	02	233	5110	001	1234 149 REICH BUILD AM NATION 1968	21460.00		8	100	\$	6.00	\$	48.00	1
73	10	209	01	02	233	5110	002	2362 149 CUBAN PROM OF AM 80CK 123	21460.00		6	100	\$	1.80	\$	10.80	1
73	10	209	01	02	233	5110	003	2362 149 MITCHELL EXPL COLONZT PART12	21460.00		1	100	\$	5.95	\$	5.95	1
73	10	209	01	02	233	5110	005	1234 151REICH, EL DG THE AMER NATION	21460.00		5	100	\$	6.00	\$	30.00	1
73	10	209	01	02	233	5120	001	0872 151HUTHMACHE R, A NATICN NEWCGMR	21437.00		5	100	\$	.50	\$	2.50	1
73	10	209	01	02	233	5120	002	2328 151A NATICN CONCEIVED, VOL 1	21437.00		10	100	\$	1.65	\$	16.50	1
73	10	209	01	02	233	5120	003	0122 151KELLY, RE BELLION AND PRCTEST	21437.00		15	100	\$	.40	\$	6.00	1
73	10	209	01	02	233	5120	004	0122 151PENN, PIO NEERS AND PLANTERS	21437.00		15	100	\$	.40	\$	6.00	1

* SUB-STATUS. 02 * INSTRUCTION
UPDATE SEQUENCE NO.
YR FD ORG PG PA CRS EXPD SEQ

P R O P O S E D E L O C E T I T E M S

PROGRESS CITY JR. HIGH	CIST--3141	F.O.	UNITS	RUN NO. 005	PCT.	FEBRUARY 24, 1972	PAGE	C04
ITEM DESCRIPTION						UNIT COST	TOTAL COST	ACT
151MELTZER, MIST AM NEGRO, 1619	21437.00	5	100	\$	1.65	\$	8.25	1
151LEWIS CLA RK, CASSETTE HG707	21452.00	1	100	\$	8.75	\$	8.75	1
151COMPROMIS E 1850, CASSET HG709	21452.00	1	100	\$	8.75	\$	8.75	1
151FRED DCUG LASS, CASSETTE A8602	21452.00	1	100	\$	8.75	\$	8.75	1
149 CONST WR IT WASH INAV C HG705	21452.00	1	100	\$	8.75	\$	8.75	1
149 MEX WAR GOLD MCRMCN CA HG708	21452.00	1	100	\$	8.75	\$	8.75	1
149 VGY COLU CORNO LASALL H6701	21452.00	1	100	\$	8.75	\$	8.75	1
149 PHIL JL 4 RAT CF CG 184X8806	21452.00	1	100	\$	7.00	\$	7.00	1
151CASSETTE FCR FS 3781 ANC 3782	21452.00	1	100	\$	6.00	\$	6.00	1
151IND DECLA RED, CASSETTE HG704	21452.00	1	100	\$	8.75	\$	8.75	1
151BOSTON MA SS, CASSETTE HG703	21452.00	1	100	\$	8.75	\$	8.75	1
149 DANIEL B GONE WILDERNESS EFL9	21452.00	1	100	\$	7.00	\$	7.00	1
151SIGN OF D EC OF IND, NO 85	21452.00	1	100	\$	.30	\$	.30	1
149 OUR INDE PEN AND CONST EFL3	21452.00	1	100	\$	7.00	\$	7.00	1
149 LEWIS AN D CLARK EXPD EFL5	21452.00	1	100	\$	7.00	\$	7.00	1
149 TRANSCON TINENTAL RAILR EFL12	21452.00	1	100	\$	7.00	\$	7.00	1
151SPIRIT CF 1776, NO 109	21452.00	1	100	\$	.30	\$	.30	1
151FIRST IN WAR, IN PEACE NC 114	21452.00	1	100	\$	.30	\$	.30	1
151BIRTHPLAC E OF LIBERTY, NC 100	21452.00	1	100	\$	.30	\$	.30	1
151WASHINGTON CROSSING, NO 104	21452.00	1	100	\$	.30	\$	.30	1
151PILGRIMS TC CHURCH, NO 101	21452.00	1	100	\$	.30	\$	.30	1
151THE DAY W ESTWARD, NO 121	21452.00	1	100	\$	.30	\$	.30	1
151FIRST ENC GUNTER, NO 124	21452.00	1	100	\$	.30	\$	.30	1
151WE THE PE CPLE, NO E04	21452.00	1	100	\$	1.00	\$	1.00	1
151AMERICAN HISTCRY, NG E12	21452.00	1	100	\$	1.00	\$	1.00	1

P R O P O S E D B U D G E T I T E M S

* SOC-STU.	02 *	INSTRUCTION	PRG	DESCRIPTION	IND	FS	238857	21452.00	1	100	\$	7.50	\$	7.50	1	005				
UPDATE	SEQUENCE	NO.	NO.																	
YR	FD	ORG	PG	PA	CRS	EXPC	SEQ													
73	10	209	01	02	233	5240	016	0068	151PLIGHT AM	IND FS 238857		21452.00		1	100	\$	7.50	\$	7.50	1
73	10	209	01	02	233	5240	017	2452	151BEG AM IN O, 1769-1850 FS 3781	21452.00				1	100	\$	7.00	\$	7.00	1
73	10	209	01	02	233	5240	018	2452	151NAT RES, 1650-1890 FS 3782	21452.00				1	100	\$	7.00	\$	7.00	1
73	10	209	01	02	233	5240	019	1180	151CUR NATIO N'S CAPITOL, NC 11	21452.00				1	100	\$.30	\$.30	1
73	10	209	01	02	233	5240	020	1180	151DECLARATI ON CF FREEDOM NC 129	21452.00				1	100	\$.30	\$.30	1
* COURSE TOTAL * 233 * - - - - - \$ 19,039.19																				
73	10	209	01	02	234	1130	001	151	M	CURRENT AFFA		21122.00			10	\$	12,530.00	\$	1,253.00	A 5
73	10	209	01	02	234	1130	002	149		CURRENT AFFA		21122.00			10	\$	8,295.00	\$	829.50	A 5
73	10	209	01	02	234	5160	001	0122	151CURRENT A FFAIRS		21437.00		20	100	\$	1.10	\$	22.00	1	
73	10	209	01	02	234	5160	002	0122	149	CURRENT EVENTS MAG		21437.00		25	100	\$	1.10	\$	27.50	1
* COURSE TOTAL * 234 * - - - - - \$ 2,132.00																				
73	10	209	01	02	331	1130	001	135	D	STATE LOCAL		21122.00			60	\$	12,875.00	\$	7,725.00	A 5
73	10	209	01	02	331	4110	004	0868	135 ADAPTER JACK HIFI CABL	40CK80	21452.00		1	50	\$	3.50	\$	1.75	1	
73	10	209	01	02	331	4120	002	0884	135 NEW YORK CITY AN FNV CASE ST	21452.00			1	50	\$	34.00	\$	17.00	1	
73	10	209	01	02	331	5120	001	0122	135 GROER325 IMMIGRANTS EXPERIENC	21459.00			10	100	\$	.40	\$	4.00	1
73	10	209	01	02	331	5120	002	1312	135	LAW AND THE CITY	21459.00		5	50	\$	1.20	\$	3.00	1	
73	10	209	01	02	331	5120	003	2792	135 CORDELL CASEBOOK MUNICIPAL P	21459.00			4	100	\$	2.75	\$	11.00	1	
73	10	209	01	02	331	5120	004	0122	135 ORDER322 TAKING A STAND	21459.00			10	50	\$	.40	\$	2.00	1
73	10	209	01	02	331	5130	001	1872	135 MAG	NATICNS CITIES	21470.00		1	50	\$	6.00	\$	3.00	1	
73	10	209	01	02	331	5130	002	1878	135 MAG	NATICAL CIVIC REVIE	21470.00		1	50	\$	5.00	\$	2.50	1	
73	10	209	01	02	331	5140	001	1614	135 LIFE R92 CARS AND CITY CA COL	21437.00			10	50	\$	.35	\$	1.75	1
73	10	209	01	02	331	5150	001	0396	135 NO177216 02 WHY VOTE?	21437.00			10	100	\$	.25	\$	2.50	1
73	10	209	01	02	331	5150	002	0396	135 NO177216 18 LEGAL RIGHTS	21437.00			10	50	\$	.25	\$	1.25	1
73	10	209	01	02	331	5150	003	0396	135 NO177216 12 THE LAW AND YGU	21437.00			10	50	\$	.25	\$	1.25	1

P R O P O S E D B U D G E T I T E M S

* SOC.STU.	02 *	INSTRUCTION	PROGRESS CITY JR. HIGH	CIST--3141	UNIT	NO. 005	PCT.	FEBRUARY 24, 1972	PAGE	CC6						
YR	FD	CRG	PG	PA	CRS	EXPD	SEQ	ITEM DESCRIPTION	F.O.	UNIT	CCST	TOTAL	COST	ACT		
73	10	209	01	02	335	5150	004	0396	135 NOI77216 10 FREEDOM AND YCU	21437.00	10	50	\$	1.25	1	
73	10	209	01	02	335	5160	001	2328	135 SCH MAG AMERICAN OBSERVER	21437.00	10	50	\$	8.00	1	
73	10	209	01	02	335	5160	002	0122	135 AEP C87 URBAN WORLD	21437.00	10	50	\$	7.50	1	
* CCOURSE TOTAL * 331 * - - - - - \$ 7,792.75																
73	10	209	01	02	335	1130	001	135	D SOC STUD SEM	21122.00		40	\$	12,875.00	5,150.00 A	5
73	10	209	01	02	335	4110	004	0868	135 ADAPTER JACK HIFICABLE 40CK80	21452.00	1	50	\$	1.75	1	
73	10	209	01	02	335	4120	001	0884	135 NEW YCRK CITY AN ENV CASE ST	21452.00	1	50	\$	17.00	1	
73	10	209	01	02	335	5120	001	1312	135 LAW AND THE CITY	21459.00	5	50	\$	3.00	1	
73	10	209	01	02	335	5120	002	0122	135 ORDER322 TAKING A STAND	21459.00	10	50	\$	2.00	1	
73	10	209	01	02	335	5120	003	0122	135 ORDER503 PCPULATICA CCNTRCL	21459.00	10	100	\$	4.00	1	
73	10	209	01	02	335	5120	004	0020	135 SORVALL THE WORLDS EXHAUST	21459.00	5	100	\$	3.75	1	
73	10	209	01	02	335	5120	005	0020	135 SERV LL CUR TROUBLED WATERS	21459.00	5	100	\$	3.75	1	
73	10	209	01	02	335	5120	006	0020	135 SORVALL HOW MANY ARE TCC MAN	21459.00	5	100	\$	3.75	1	
73	10	209	01	02	335	5120	007	0020	135 SCHWARTZ MIST OF DEATH	21459.00	5	100	\$	3.75	1	
73	10	209	01	02	335	5130	001	1372	135 MAG NATICNS CITIES	21470.00	1	50	\$	3.00	1	
73	10	209	01	02	335	5130	002	1878	135 MAG NATIONAL CIVIC REVIE	21470.00	1	50	\$	2.50	1	
73	10	209	01	02	335	5140	001	1614	135 LIFE R99 FOOD FOR THE FUTURE	21437.00	10	100	\$	3.50	1	
73	10	209	01	02	335	5140	002	1614	135 LIFE R92 CARS AND CITY CN CGL	21437.00	10	50	\$	1.75	1	
73	10	209	01	02	335	5140	003	1614	135 LIFE R91 ENVIRONMENT WHAT CAN	21437.00	10	100	\$	3.50	1	
73	10	209	01	02	335	5140	004	1614	135 LIFE R95 OVERPOPULATION	21437.00	10	100	\$	3.50	1	
73	10	209	01	02	335	5150	001	0396	135 NOI77216 12 THE LAW AND YCU	21437.00	10	50	\$	1.25	1	
73	10	209	01	02	335	5150	002	0396	135 NOI77216 10 FREEDOM AND YCU	21437.00	10	50	\$	1.25	1	
73	10	209	01	02	335	5150	003	0396	135 NOI77216 16 CLEAN AIR	21437.00	10	100	\$	2.50	1	
73	10	209	01	02	335	5150	004	0396	135 NOI77216 66 CLEAN WATER	21437.00	10	100	\$	2.50	1	
73	10	209	01	02	335	5150	005	0396	135 NOI77216 20 MANS ENDANGEREDWO	21437.00	10	100	\$	2.50	1	

* SUC. STU.	02 *	INSTRUCTION	P R O P O S E D B U D G E T I T E M S		RUN NO. 005	FEBRUARY 24, 1972	PAGE	C07
UPDATE SEQUENCE NO.			PROGRESS CITY JR. HIGH	DIST--3141	UNITS	UNIT CCST	TOTAL COST	ACT
YR FD CRG PG PA CRS EXPE SEQ			ITEM DESCRIPTION	F.O.				
73 10 209 01 02 335 5150 000	0396	135 NOI77216 18 LEGAL RIGHTS		21437.00	10	50 \$		
73 10 209 01 02 335 5150 007	0396	135 NOI77216 DIRTY OLD MCRLD		21437.00	10	100 \$	.25 \$	1.25 1
73 10 209 01 02 335 5160 001	2328	135 SCH. MAG AMERICAN OBSERVER		21437.00	10	50 \$	.25 \$	2.50 1
73 10 209 01 02 335 5160 002	0122	135 AEP 087 URBAN WORLD		21437.00	10	50 \$	1.60 \$	8.00 1
* COURSE TOTAL * 335 *		5,239.15					1.50 \$	7.50 1
** DEPARTMENT TOTAL ** SCC-STL.		56,152.34						

* MATH	03 *	INSTRUCTION	PROGRESS CITY JR. HIGH	BUDGET	ITEMS	UNITS	NC. 005	PCT.	UNIT COST	TOTAL COST	PAGE	008
YR	FD	ORG	PG	PA	CRS	EXPD	SEQ					ACT
73	10	209	01	03	113	1130	001	138				
73	10	209	01	03	113	1130	002	170				
73	10	209	01	03	113	1130	003	152				
73	10	209	01	03	113	1140	001					
73	10	209	01	03	113	1140	002					
73	10	209	01	03	113	4110	001	1584	138	INDEX CARD FILE BCX	1	100
73	10	209	01	03	113	4110	002	1584	170	HEYER HAND MASTER UNIT	1	50
73	10	209	01	03	113	7110	001	1584	138	3 HOLE PUNCH	1	50
* COURSE TOTAL * 113 * - - - - - \$ 18,435.61												
73	10	209	01	03	115	1130	001	154				
73	10	209	01	03	115	5160	001	1238	154	BRAUNFEL STRETCHERS AND SHRIN	40	100
73	10	209	01	03	115	5160	002	1238	154	HOFFMAN ACT HANDBK STR AND SH	3	100
* COURSE TOTAL * 115 * - - - - - \$ 3,036.00												
73	10	209	01	03	200	1110	001	240				
73	10	209	01	03	200	4110	001	2792	154	CRIGIN OF NUMB POSTERS	1	100
73	10	209	01	03	200	4110	002	2792	154	CRIGINS CF ALG PCSTERS	1	100
73	10	209	01	03	200	4110	003	2792	154	HISTORY CF MATH PCSTER	1	100
73	10	209	01	03	200	4110	004	2792	154	FAMOUS MATH PCSTERS	1	100
73	10	209	01	03	200	4110	005	1178	141	30 BB LETTERS	1	100
73	10	209	01	03	200	4110	006	1178	141	MATH STAMP	1	100
73	10	209	01	03	200	4110	007	1546	170	5X8 CARDS UNLINED 1000	007520	1
73	10	209	01	03	200	5000	001	MATERIALS NOT YET SELECTED				
73	10	209	01	03	200	6110	001	1940		CALCULATOR SERVICE REPAIR	1	100
* COURSE TOTAL * 200 * - - - - - \$ 1,766.49												

P R O P O S E D B U D G E T I T E M S

* MATH UPDATE VR FD ORG PG PA CRS EXPE SEQ	03 * SEQUENCE NO.	INSTRUCTION	ITEM DESCRIPTION	PROGRESS CITY JR. HIGH F.O.	DIST--3141	UNITS	RUN NC. 005 PCT.	FEBRUARY 24, 1972 UNIT CGST	TOTAL COST	PAGE COST	C09 ACT
73 10 209 01 03 213 1130 001 170			L MODERN MATH		21122.00		50 \$	8,655.00 \$	4,327.50 A 5		
73 10 209 01 03 213 1130 002 152			G MODERN MATH		21122.00		50 \$	12,875.00 \$	6,437.50 A 5		
73 10 209 01 03 213 1130 003 138			M MODERN MATH		21122.00		50 \$	12,875.00 \$	6,437.50 A 5		
73 10 209 01 03 213 1140 001			R 0210 60 180 21133.00				50 \$	2,268.00 \$	1,134.00 A 5		
73 10 209 01 03 213 1140 002			R 0160 30 180 21225.00				10 \$	864.00 \$	86.40 A 5		
73 10 209 01 03 213 4110 001 1584 170 INDEX CARD FILE BOX			3587 21430.00			1	100 \$	4.30 \$	4.30 1		
73 10 209 01 03 213 4110 002 1584 152 HEYER HAND MASTER UNIT			455 21430.00			1	50 \$	5.65 \$	2.83 1		
73 10 209 01 03 213 7110 001 1584 138 3 HOLE PUNCH			325 76811.03			1	50 \$	11.15 \$	5.58 1		α
* COURSE TOTAL * 213 * - - - - -					18,435.61						
73 10 209 01 03 215 1130 001 154			B STRETCH SHR		21122.00		20 \$	13,890.00 \$	2,778.00 A 5		
* COURSE TOTAL * 215 * - - - - -					2,778.00						
73 10 209 01 03 311 1130 001 141			R ALG II		21122.00		20 \$	12,875.00 \$	2,575.00 A 5		
* COURSE TOTAL * 311 * - - - - -					2,575.00						
73 10 209 01 03 313 1130 001 141			R ALG I		21122.00		40 \$	12,875.00 \$	5,150.00 A 5		
73 10 209 01 03 313 1130 002 154			B ALG I		21122.00		60 \$	13,890.00 \$	8,334.00 A 5		
* COURSE TOTAL * 313 * - - - - -					13,484.00						
73 10 209 01 03 314 1130 001 141			R INTRC ALG		21122.00		40 \$	12,875.00 \$	5,150.00 A 5		
* COURSE TOTAL * 314 * - - - - -					5,150.00						
73 10 209 01 03 315 1130 001 137			J MATH		21122.00		40 \$	9,520.00 \$	3,808.00 A 5		
* COURSE TOTAL * 315 * - - - - -					3,808.00						
** DEPARTMENT TOTAL ** MATH					69,468.71						

P R G P O S E D B U D G E T I T E M S

* SCIENCE UPDATE SEQUENCE NO. YR FD CRG PG PA CRS EXPD SEQ	INSTRUCTION	PROGRESS CITY JR. HIGH ITEM DESCRIPTION	DIST--3141 F.O.	UNITS	RUN NO. 005 PCT.	FEBRUARY 24, 1972 UNIT COST	TOTAL COST	PAGE 010 ACT
73 10 209 01 04 123 1130 001 168		ISCS LEVEL 1		21122.00	100 \$	8,620.00 \$	8,620.00 A 5	
73 10 209 01 04 123 1130 002 171		ISCS LEVEL 1		21122.00	60 \$	13,890.00 \$	8,334.00 A 5	
73 10 209 01 04 123 4110 001 2418 171 ISCS/1 LINE ITEMS				21434.00	100 \$	342.11 \$	342.11 A 2	
73 10 209 01 04 123 5130 001 2350 168		SCIENCE DIGEST		21459.00	100 \$	5.00 \$	5.00 A 2	
73 10 209 01 04 123 5130 002 2094 168		POPULAR MECHANICS		21459.00	100 \$	5.00 \$	5.00 A 2	
73 10 209 01 04 123 5130 003 2096 168		POPULAR SCIENCE		21459.00	100 \$	6.00 \$	6.00 A 2	
73 10 209 01 04 123 5410 001 2418 171 ISCS		PROB NATL/1 4610J07		21460.00	20 100 \$	4.95 \$	99.00 1	
73 10 209 01 04 123 5460 001 2418 168 ISCS PRO B NATL/1		4612J07 21437.00		150 100 \$	1.65 \$	1.65 \$	247.50 A 2	
73 10 209 01 04 123 5460 002 2418 171 ISCS PRO B NAT WORLD		4612J07 21437.00		90 100 \$	1.65 \$	1.65 \$	148.50 A 2	
73 10 209 01 04 123 6110 001 0848 171 ISCS LEVEL 1 LIST				41811.03	100 \$	22.00 \$	22.00 A 2	
73 10 209 01 04 123 7110 001 0848 171 ISCS LEVEL 1 LIST				70811.03	100 \$	53.80 \$	53.80 A 2	
* COURSE TOTAL * 123 * - - - - - \$ 17,882.91								
73 10 209 01 04 223 1130 001 171		ISCS LEVEL 2		21122.00	40 \$	13,890.00 \$	5,556.00 A 5	
73 10 209 01 04 223 1130 002 161		ISCS LEVEL 2		21122.00	40 \$	11,055.00 \$	4,422.00 A 5	
73 10 209 01 04 223 1130 003 144		ISCS LEVEL 2		21122.00	100 \$	12,560.00 \$	12,560.00 A 5	
73 10 209 01 04 223 4110 001		171 STORAGE CABINETS		21434.00	100 \$	50.00 \$	50.00 A 2	
73 10 209 01 04 223 4110 002		144 STORAGE CABINETS		21434.00	100 \$	50.00 \$	50.00 A 2	
73 10 209 01 04 223 4110 003		2418 161 SECTION SET/2	5 018J01	21434.00	100 \$	46.00 \$	46.00 A 2	
73 10 209 01 04 223 4110 004		2418 171 MASTER SET/2	5 018J00	21434.00	100 \$	735.00 \$	735.00 A 2	
73 10 209 01 04 223 4110 005		2418 171 SECTION SET/2	5 018J01	21434.00	100 \$	46.00 \$	46.00 A 2	
73 10 209 01 04 223 4110 006		171 GAS OUTLETS		21434.00	100 \$	125.00 \$	125.00 A 2	
73 10 209 01 04 223 4110 007		2418 144 MASTER SET/2	5 018J00	21434.00	100 \$	735.00 \$	735.00 A 2	
73 10 209 01 04 223 4110 008		144 GAS OUTLETS		21434.00	100 \$	125.00 \$	125.00 A 2	
73 10 209 01 04 223 4110 009		2418 144 SECTION SET/2	5 018J01	21434.00	100 \$	46.00 \$	46.00 A 2	
73 10 209 01 04 223 4110 010		144 GAS OUTLETS		21434.00	100 \$	125.00 \$	125.00 A 2	

SCIENCE 04
JDATE SEQUENCE NO.
YR FD CRG PG PA CRS EXPC SEQ

PROGRESS CITY JR. HIGH
ITEM DESCRIPTION
F.U.

UNITS
HON NO. 002
PCT.

FEBRUARY 24, 1972
UNIT CCST
TOTAL CCST
PAGE
CII
ACT

73 10 209 01 04 223 4110 011	161 STORAGE CABINETS	21434.00	1	100 \$	50.00 \$	50.00 A 2
73 10 209 01 04 223 4110 012	2418 161 MASTER SET/2	5 018J00	1	100 \$	735.00 \$	735.00 A 2
73 10 209 01 04 223 5110 001	144 ISCS TEACH ED	4613J08	2	100 \$	5.54 \$	11.88 A
73 10 209 01 04 223 5110 002	171 ISCS PROB NATL/2 461GJ08	21460.00	40	100 \$	5.34 \$	213.60 1
73 10 209 01 04 223 5110 003	171 ISCS TEACH ED	4613J08	2	100 \$	5.54 \$	11.88 1
73 10 209 01 04 223 5110 004	144 ISCS PROB NATL/2 461QJ08	21460.00	30	100 \$	5.34 \$	150.20 1
73 10 209 01 04 223 5110 005	161 ISCS TEACH ED	4613J08	2	100 \$	5.54 \$	11.88 1
73 10 209 01 04 223 5110 006	161 ISCS PROB NATL/2 461QJ08	21460.00	30	100 \$	5.34 \$	160.20 1
73 10 209 01 04 223 5130 001	171 SCIENCE NEWS	21459.00	1	100 \$	5.50 \$	5.50 A 2
73 10 209 01 04 223 5130 002	171 MECHANIX ILLUSTRATED	21459.00	1	100 \$	4.00 \$	4.00 A 2
73 10 209 01 04 223 5130 003	161 SCIENCE NEWS	21459.00	1	100 \$	7.50 \$	7.50 A 2
73 10 209 01 04 223 5130 004	171 SCIENCE DIGEST	21459.00	1	100 \$	5.00 \$	5.00 A 2
73 10 209 01 04 223 5130 005	171 POPULAR MECHANICS	21459.00	1	100 \$	5.00 \$	5.00 A 2
73 10 209 01 04 223 5130 006	171 POPULAR SCIENCE	21459.00	1	100 \$	6.00 \$	6.00 A 2
73 10 209 01 04 223 5130 007	144 SCIENCE NEWS	21459.00	1	100 \$	7.50 \$	7.50 A 2
73 10 209 01 04 223 5130 008	161 SCIENCE DIGEST	21459.00	1	100 \$	5.00 \$	5.00 A 2
73 10 209 01 04 223 5130 009	161 POPULAR SCIENCE	21459.00	1	100 \$	6.00 \$	6.00 A 2
73 10 209 01 04 223 5130 010	144 SCIENCE DIGEST	21459.00	1	100 \$	5.00 \$	5.00 A 2
73 10 209 01 04 223 5130 011	144 POPULAR SCIENCE	21459.00	1	100 \$	6.00 \$	6.00 A 2
73 10 209 01 04 223 5160 001	171 ISCS PKC B NAT WRLD	4612J08	60	100 \$	1.65 \$	95.00 A 2
73 10 209 01 04 223 5160 002	171 PERI NAT WLD TEACHER	4615J08	1	100 \$	1.65 \$	1.65 A 2
73 10 209 01 04 223 5160 003	161 ISCS STUD REC BK	4612J08	60	100 \$	1.65 \$	95.00 A 2
73 10 209 01 04 223 5160 004	161 ISCS TEACH ED	4615J08	2	100 \$	1.65 \$	3.30 A 2
73 10 209 01 04 223 5160 005	144 ISCS STUD REC BK	4612J08	130	100 \$	1.65 \$	214.50 A 2
73 10 209 01 04 223 5160 006	144 ISCS TEACH ED	4619J08	2	100 \$	1.65 \$	3.30 A 2

* CUMSE TOTAL * 225 * - - - - - \$ 26,642.89

P R O P O S E D B L O G G E T I T E M S									
* SCIENCE	04 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	RLN NO. 005	FEBRUARY 24, 1972	PAGE 012		
UPDATE SEQUENCE NO.		ITEM DESCRIPTION	F.O.	UNITS	PCT.	UNIT COST	TOTAL COST		
YR FD ORG PG PA CRS EXPC SEQ							ACT		
73 10 209 01 04 250 1110 001 031		DEPT		21122.00	20 \$	15,820.00 \$	3,164.00 A 5		
73 10 209 01 04 250 1140 001		0185 00 182 21133.00			100 \$	2,020.20 \$	2,020.20 A 5		
73 10 209 01 04 250 5270 001 2418		ACS AUDIG VISUAL AIDS		21452.00	1 100 \$	350.00 \$	350.00 1		
* CCOURSE TOTAL * 250 * - - - - - \$ 5,534.20									
73 10 209 01 04 322 1130 001 161		PHYS SCI 9		21122.00	60 \$	11,055.00 \$	6,633.00 A 5		
73 10 209 01 04 322 1130 002 158		PHYS SCI 9		21122.00	100 \$	13,890.00 \$	13,890.00 A 5		
73 10 209 01 04 322 4110 001 1628 158 PRINT PAP 5X7 AZO BOX				21434.00	2 100 \$	4.90 \$	9.80 A 2		
73 10 209 01 04 322 4110 002 1628 158 BATTERIES FCR INST 124 PX 825				21434.00	2 100 \$	.25 \$	.50 A 2
73 10 209 01 04 322 4110 003 2302 158 LIGHTER GAS PACK OF 12 4755				21434.00	1 100 \$	2.25 \$	2.25 A 2		
73 10 209 01 04 322 4110 004 2351 158 MICRSCOPE GUIDE SHEET 19				21434.00	40 100 \$	.03 \$	1.20 A 2	
73 10 209 01 04 322 4110 005 1518 158 TETRAETHANE 1 LIT				21434.00	2 100 \$	4.00 \$	8.00 A 2		
73 10 209 01 04 322 4110 006 1546 158 PORTFOLIO ASSORTED NG 486				21434.00	20 100 \$	.19 \$	3.80 A 2	
73 10 209 01 04 322 4110 007 0836 158 REFLECT SPECTLIGHT 150W				21434.00	1 100 \$	1.00 \$	1.00 A 2		
73 10 209 01 04 322 4110 008 2792 158 PHYSICISTS PCSTER SET				21434.00	1 100 \$	3.50 \$	3.50 A 2		
73 10 209 01 04 322 4110 009 2302 158 FLAS TRAY REPLACE ONLY 9187				21434.00	4 100 \$	2.00 \$	8.00 A 2		
73 10 209 01 04 322 4110 010 2302 158 15 W GRO-LUX FLUC BULB 9188				21434.00	3 100 \$	1.00 \$	3.00 A 2		
73 10 209 01 04 322 4110 011 2302 158 INCANDESCENT LAMPS 2 448620				21434.00	4 100 \$	.45 \$	1.80 A 2	
73 10 209 01 04 322 4110 012 2302 158 EXT CORD 2-CUTLET 29898				21434.00	4 100 \$	.85 \$	3.40 A 2	
73 10 209 01 04 322 4110 013 2302 158 MAGNIFIER TRIPOD 8052				21434.00	10 100 \$	1.35 \$	13.50 A 2		
73 10 209 01 04 322 4110 014 2302 158 SHEARS 10 1/2 INCH 0274				21434.00	1 100 \$	2.50 \$	2.50 A 2		
73 10 209 01 04 322 4110 015 1628 158 FLASHCUBES SLEVE CF 3				21434.00	6 100 \$	1.25 \$	7.50 A 2		
73 10 209 01 04 322 4110 016 1628 158 35MM FILM TRI-X 8W 20E				21434.00	10 100 \$	.58 \$	9.80 A 2	
73 10 209 01 04 322 4110 017 1628 158 VERI FILM 126 BW 12EXP				21434.00	8 100 \$	.75 \$	6.00 A 2	

P R O P O S E D B U D G E T I T E M S

* SCIENCE UPDATE YR	04 * SEQUENCE NO. FD CRG PG	INSTRUCTION PA CRS EXPE SEQ	PROGRESS CITY JR. HIGH ITEM DESCRIPTION	OIST--3141 F.O.	RLN NO. 005 UNITS PCT.	FEBRUARY 24, 1972 UNIT CCST	TOTAL COST ACT
73 10 209 01 04 322 4110 018	1628 158	1628 158	FIXER GEN PURPOSE 1 QT	21434.00	4 100 \$	.40 \$	1.60 A 2
73 10 209 01 04 322 4110 019	1628 158	1628 158	FILM DEV D76 1-QT	21434.00	6 100 \$	.65 \$	3.90 A 2
73 10 209 01 04 322 4110 020	1628 158	1628 158	PAPERDEV DEKTL 1-CT	21434.00	6 100 \$	.70 \$	4.20 A 2
73 10 209 01 04 322 4110 021	0630 158	0630 158	CENCO PHYSICAL SCIENCE	21434.00	1 100 \$	650.00 \$	650.00 A 2
3 10 209 01 04 322 4110 022	1518 158	1518 158	BUTYL CARBITOL 1 LITER	21434.00	2 100 \$	4.00 \$	8.00 A 2
3 10 209 01 04 322 4180 001	158	158	OTHER SUPPLIES	21434.00	1 100 \$	125.00 \$	125.00 A 2
73 10 209 01 04 322 5120 001	2792 158	2792 158	CONSERV EVERY8GDYS JO8214340	00000.00	1 100 \$	2.75 \$	2.75 1 4
73 10 209 01 04 322 5130 001	2354 158	2354 158	SCIENCE NEWS	21459.00	1 100 \$	3.00 \$	3.00 A 2
73 10 209 01 04 322 5130 002	2096 158	2096 158	POPULAR SCIENCE	21459.00	1 100 \$	5.00 \$	5.00 A 2
73 10 209 01 04 322 5130 003	2350 158	2350 158	SCIENCE DIGEST	21459.00	1 100 \$	5.00 \$	5.00 A 2
73 10 209 01 04 322 5160 001	1414 158	1414 158	ICWA CONSERVATIONIST	21437.00	30 100 \$	1.00 \$	30.00 A 2
73 10 209 01 04 322 5160 002	0040 158	0040 158	PHYSICAL SCI LAB REC BK	21437.00	200 100 \$	2.25 \$	450.00 A 2
73 10 209 01 04 322 5160 003	2328 158	2328 158	SCIENCE WORLD	21437.00	30 100 \$	1.85 \$	55.50 A 2
73 10 209 01 04 322 5270 001	2792 158	2792 158	SAFETY IN THE SCI LAB	21452.00	1 100 \$	15.00 \$	15.00 1
73 10 209 01 04 322 6210 001	158	158	REPAIR OF EQUIPMENT	41811.03	1 100 \$	30.00 \$	30.00 A 2
* COURSE TOTAL * 322 * - - - - -				\$ 21,597.50			
** DEPARTMENT TOTAL ** SCIENCE * - - - - -				\$ 72,057.50			

P R C P O S E D B U D G E T I T E M S									
* BUS-EDUC. CS *	INSTRUCTION	PROGRESS CITY JR. HIGH	CIST-3141	UNITS	NO. 005	FEBRUARY 24, 1972	UNIT COST	TOTAL COST	PAGE C14
UPDATE SEQUENCE NO.	ITEM DESCRIPTION		P.O.		PGT.				ACT
YM FD TAG PS SA CRS EXPC SEQ									
73 10 209 01 05 251 611C 001	153 TYPEWRITER REPLACEMENT		41811.02	7	100	\$	120.00	\$ 840.00	1
73 10 209 01 05 251 6210 001	153 TYPEWRITER REPAIR		41811.03	28	100	\$	10.00	\$ 280.00	1
* CCOURSE TOTAL * 251 *						\$	1,120.00		
73 10 209 01 05 300 5000 001	MAT TO BE SELECTED		21437.00	1	100	\$	50.00	\$ 50.00	1
73 10 209 01 05 300 841C 001	TRANSPORTATION		21594.00	1	100	\$	10.00	\$ 10.00	2
* CCOURSE TOTAL * 300 *						\$	60.00		
** DEPARTMENT TOTAL ** BUS-EDUC. *						\$	1,180.00		

P R O P O S E D B U D G E T I T E M S									
* HOME EC.	08 *	INSTRUCTION	PROGRESS CITY JR. HIGH	CIST--3141	UNIT NO. 005	FEBRUARY 24, '972	PAGE C15		
UPDATE SEQUENCE NO.		ITEM DESCRIPTION	F.O.	UNITS	PCY.	UNIT COST	TOTAL COST	ACT	
YR	FD	CRG	PG	PA	CRS	EXPC	SEC		
73	10	209	01	08	166	2110	001		
* CCURSE TOTAL * 166 * - - - - - \$ 619.16									
73	10	209	01	08	167	1130	001	145	
* CCURSE TOTAL * 167 * - - - - - \$ 3,316.50									
73	10	209	01	08	168	1130	001	134	
* CCURSE TOTAL * 168 * - - - - - \$ 2,379.00									
73	10	209	01	08	169	1130	001	157	
* CCURSE TOTAL * 169 * - - - - - \$ 2,948.50									
73	10	209	01	08	169	4180	0C1	1	
* CCURSE TOTAL * 169 * - - - - - \$ 20.00									
73	10	209	01	08	169	4180	0C2	1	
* CCURSE TOTAL * 169 * - - - - - \$ 20.00									
73	10	209	01	08	266	2110	001		
* CCURSE TOTAL * 266 * - - - - - \$ 619.16									
73	10	209	01	08	267	1130	0C1	145	
* CCURSE TOTAL * 267 * - - - - - \$ 2,984.85									
73	10	209	01	08	268	1130	001	134	
* CCURSE TOTAL * 268 * - - - - - \$ 2,141.10									
73	10	209	01	08	269	1130	001	157	
* CCURSE TOTAL * 269 * - - - - - \$ 2,617.65									
73	10	209	01	08	350	1130	001	350	
* CCURSE TOTAL * 350 * - - - - - \$ 2,321.25									
73	10	209	01	08	351	4110	0C1		
* CCURSE TOTAL * 351 * - - - - - \$ 9.00									

P R C P O S E D B U D G E T I T E M S										FEBRUARY 24, 1972		PAGE 016			
* HOME EC. CS * INSTRUCTION										UNIT CCST		TOTAL COST			
UPDATE SEQUENCE NO.										UNIT CCST		TOTAL COST			
YR FD CRG PG PA CRS EXPC SEQ										UNIT CCST		TOTAL COST			
PROGRESS CITY JR. HIGH										UNIT CCST		TOTAL COST			
ITEM DESCRIPTION										UNIT CCST		TOTAL COST			
DIST--3141										UNIT CCST		TOTAL COST			
F.O.										UNIT CCST		TOTAL COST			
UNITS										UNIT CCST		TOTAL COST			
R/LN AC. COS										UNIT CCST		TOTAL COST			
PCT.										UNIT CCST		TOTAL COST			
73 10 209 01 08 351 4110 002	0836	134	WESTBEND	SAL	PEP	GREEN				21428.00	5	100 \$	2.25 \$	11.25 1	
73 10 209 01 08 351 4110 003	0850	134	DRIFTWOOD	DELPHINE	JUIC					21428.00	5	100 \$	1.05 \$	5.25 1	
73 10 209 01 08 351 4110 004	1840	134	PYREX	DBL	EGILER	W352				21428.00	1	100 \$	8.95 \$	8.95 1	
73 10 209 01 08 351 4110 005	0850	134	DRIFTWOOD	DELPHINE	SHER					21428.00	5	100 \$	1.80 \$	9.00 1	
73 10 209 01 08 351 4110 006	1216	134	GRUPPS	GROCERIES						21428.00	1	100 \$	900.00 \$	900.00 1	
73 10 209 01 08 351 4110 007	1688	134	LAUNDRY	SERVICE						21428.00	1	100 \$	40.00 \$	40.00 1	
73 10 209 01 08 351 4110 008		134	HCME	EC	STANDARD					21428.00	1	100 \$	38.25 \$	38.25 1	
73 10 209 01 08 351 4110 009	0836	134	WESTBEND	SAL	PEP	PAPRIK				21428.00	1	100 \$	2.25 \$	2.25 1	
73 10 209 01 08 351 5130 001	1196	134				GCOD	HOUSEKEEPING			21459.00	1	100 \$	5.00 \$	5.00 1	
73 10 209 01 08 351 5130 002	0398	134					BETTER	HCME	AND GARD	21459.00	1	100 \$	4.00 \$	4.00 1	
73 10 209 01 08 351 5130 003	1083	134					FARM	JOURNAL		21459.00	1	100 \$	2.00 \$	2.00 1	
73 10 209 01 08 351 5130 004	0965	134					WHATS	NEW	IN HCME	EC	21459.00	1	100 \$	8.00 \$	8.00 1
73 10 209 01 08 351 5130 005	0948	134					LADIES	HOME	JOURNAL	21459.00	1	100 \$	4.00 \$	4.00 1	
73 10 209 01 08 351 6110 001		134	REPAIR	AND	REPLACEMENT					41811.03	1	100 \$	60.00 \$	60.00 1	
73 10 209 01 08 351 6110 002	0836	134	WESTINGHOUSE	ELEC	STOV					41811.03	2	100 \$	239.95 \$	479.90 1	
73 10 209 01 08 351 7110 001		134	HCME	EC	STANDARD	LIST				70811.03	1	100 \$	20.00 \$	20.00 1	
* COURSE TOTAL * 351 * - - - - - \$										1,606.85					
73 10 209 01 08 361 4110 001	2430	145	BCBINS	FOR	404	HEAD				21428.00	150	100 \$	.09 \$	13.50 1
73 10 209 01 08 361 4110 002	2430	145	SINGER	NEEDLES	404	HEAD				21428.00	100	100 \$	.10 \$	10.00 1
73 10 209 01 08 361 4110 003	2020	145	FABRICS	FOR	DEMONSTRATI					21428.00	10	100 \$	3.00 \$	30.00 1	
73 10 209 01 08 361 4110 004	2430	145	SCOP	TURNER						21428.00	1	100 \$	.55 \$	.55 1
73 10 209 01 08 361 4110 005	2020	145	THREAD	ASSORTED	CCLCRS					21428.00	50	100 \$	.20 \$	10.00 1
73 10 209 01 08 361 4110 006	2020	145	SKIRT	HOOKS						21428.00	6	100 \$	.39 \$	2.34 1
73 10 209 01 08 361 4110 007	2020	145	TAPES	ASSORTED						21428.00	25	100 \$	.30 \$	7.50 1
73 10 209 01 08 361 4110 008	2758	145	BCBINS	FOR	VIKING	5000				21428.00	10	100 \$.09 \$.90 1	

* COURSE TOTAL	* 361	* - - - - -	\$ 821.06
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P R O P O S E D B U D G E T I T E M S

* HOME EC. UPDATE YF FD CAG PG PA CRS EXPC SEQ	08 * SEQUENCE NO.	INSTRUCTION	PROGRESS CITY JR. HIGH ITEM DESCRIPTION	DIST--3141 F.O.	UNITS	RNA AC. COS PCT.	FEBRUARY 24, 1972 UNIT COST	PAGE 018 ICIAL COST	ACT
73 10 209 01 08 362 5120 003	0384		157 CLAYTON JUNG LIVING	21459.00	4	100 \$	5.73 \$	22.92	1
73 10 209 01 08 362 5130 001	0398		157 BETTER HOMES GARDENS	21459.00	1	100 \$	4.00 \$	4.00	1
73 10 209 01 08 362 5130 002	2426		157 SIMPLICITY FASH MAG	21459.00	1	100 \$	5.00 \$	5.00	1
73 10 209 01 08 362 5130 003	2388		157 SEVENTEEN	21459.00	1	100 \$	6.00 \$	6.00	1
73 10 209 01 08 362 5130 004	0365		157 WHAT'S NEW IN HOME EC	21459.00	1	100 \$	8.00 \$	8.00	1
73 10 209 01 08 362 5130 005	1196		157 GOOD HOUSEKEEPING	21459.00	1	100 \$	5.00 \$	5.00	1
73 10 209 01 08 362 5130 006	0872		157 INGENUE	21459.00	1	100 \$	5.00 \$	5.00	1
73 10 209 01 08 362 5130 007	1640		157 MCCALLS NEEDLEWORK CR	21459.00	1	100 \$	1.00 \$	1.00	1
73 10 209 01 08 362 6210 001		157 EQUIPMENT REPAIR	41811.03		1	100 \$	20.00 \$	20.00	1
73 10 209 01 08 362 7110 001	1840	157 IRONING UNIT	239 57MA46 70811.03		1	100 \$	149.00 \$	149.00	1
* CCOURSE TOTAL * 362 * - - - - - \$ 319.00									
73 10 209 01 08 366 2110 001			0210 EC 182 21133.00		27 \$		2,255.20 \$	2,255.20	5
* CCOURSE TOTAL * 366 * - - - - - \$ 619.16									
73 10 209 01 08 367 1130 001	145		M-EC-CL-9TH	21122.00		33 \$	11,055.00 \$	3,048.15	5
* CCOURSE TOTAL * 367 * - - - - - \$ 3,648.15									
73 10 209 01 08 368 1130 001	134		K H EC FD 9TH	21122.00		33 \$	7,930.00 \$	2,016.90	5
* CCOURSE TOTAL * 368 * - - - - - \$ 2,616.90									
73 10 209 01 08 369 1130 001	157		L H EC REL 9TH	21122.00		33 \$	9,695.00 \$	3,199.35	5
73 10 209 01 08 369 5120 001	0384		157 BRISBANE THE DEVELOPING CHILD	21459.00	4	100 \$	5.85 \$	23.40	1
73 10 209 01 08 369 5130 001	1994		157 PARENTS	21459.00	1	100 \$	5.00 \$	5.00	1
* CCOURSE TOTAL * 369 * - - - - - \$ 3,227.75									
73 10 209 01 08 370 1130 001			L H EC BOYS	21122.00		10 \$	9,695.00 \$	965.50	5
73 10 209 01 08 370 1130 002	134		K H EC BOYS	21122.00		10 \$	7,930.00 \$	793.00	5

P R O P O S E D B U D G E T I T E M S

* HOME EC.	08 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	RLN NO. 005	FEBRUARY 24, 1972	PAGE 019
UPDATE SEQUENCE NO.		ITEM DESCRIPTION		F.O.	UNITS	UNIT COST	TOTAL COST
YR FD ORG PG PA CRS EXPC SEQ							ACT
73 10 209 01 08 370 1130 003 145		H-EC-BOYS	21122.00		10 \$	11,055.00	1,105.50 A 5
73 10 209 01 08 370 2110 001		0210 60 182 21133.00		11 \$	2,293.20	252.25 A 5	
73 10 209 01 08 370 5130 001 1601 157		LETTERMEN	21459.00	1	100 \$	4.00	4.00 1
73 10 209 01 08 370 5130 002 0475 157		TEEN AND BOYS	21459.00	1	100 \$	4.00	4.00 1
* COURSE TOTAL * 370 * - - - - - \$ 3,128.25							
** DEPARTMENT TOTAL ** HCME EC. * - - - - - \$ 35,934.29							

P R O P O S E D B U D G E T I T E M S

* IND. AKTS 11 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	UNIT	RUN NO. 005	FEBRUARY 24, 1972	PAGE 020
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.			PCT.	UNIT COST	TOTAL COST
YR FD GRG PG PA CRS EXPC SEQ							ACT
73 10 209 01 11 160 711C 001	0496 165 PIPE CUTTER 18114	1A	7C811.03	1	100	\$ 16.50	\$ 16.50 1
* CCOURSE TOTAL * 160 * - - - - - \$ 16.50							
73 10 209 01 11 161 1130 001	166 C WOOD		21122.00		4	\$ 13,890.00	\$ 555.60 A 5
73 10 209 01 11 161 1130 002	165 LE WOOD		21122.00		7	\$ 7,580.00	\$ 530.60 A 5
73 10 209 01 11 161 1130 003	164 WCCC		21122.00		14	\$ 12,875.00	\$ 1,802.50 A 5
73 10 209 01 11 161 411C 001	5025 STAND LIST 7TH WOOD		21429.00	1	30	\$ 421.20	\$ 126.36 1
73 10 209 01 11 161 512C 001	REF 7TH WOOD		21429.00	1	8	\$ 300.00	\$ 24.00 1
73 10 209 01 11 161 6110 001	5025 REPLACE 7TH WOOD		41811.03	1	8	\$ 200.00	\$ 16.00 A 2
73 10 209 01 11 161 6210 001	5025 REPAIR ALLOW 7TH WOOD		41811.03	1	8	\$ 150.00	\$ 12.00 A 2
* CCOURSE TOTAL * 161 * - - - - - \$ 3,067.06							
73 10 209 01 11 162 1130 001	164 DRAWING		21122.00		14	\$ 12,875.00	\$ 1,802.50 A 5
73 10 209 01 11 162 1130 002	165 DRAWING		21122.00		7	\$ 7,580.00	\$ 530.60 A 5
73 10 209 01 11 162 1130 003	166 C DRAWING		21122.00		4	\$ 13,890.00	\$ 555.60 A 5
73 10 209 01 11 162 411C 001	5023 STAND LIST 7TH DRAW SUPP		21429.00	1	30	\$ 391.55	\$ 117.59 1
73 10 209 01 11 162 512C 001	REF 7TH DRAW		21429.00	1	8	\$ 300.00	\$ 24.00 1
73 10 209 01 11 162 6110 001	5023 REPLACE 7TH DRAW		41811.03	1	8	\$ 200.00	\$ 16.00 A 2
73 10 209 01 11 162 621C 001	5023 REPAIR ALLOW 7TH DRAW		41811.03	1	8	\$ 150.00	\$ 12.00 A 2
* CCOURSE TOTAL * 162 * - - - - - \$ 3,058.29							
73 10 209 01 11 163 1130 001	166 C METAL		21122.00		2	\$ 13,890.00	\$ 277.80 A 5
73 10 209 01 11 163 1130 002	165 METAL		21122.00		4	\$ 7,580.00	\$ 303.20 A 5
73 10 209 01 11 163 1130 003	164 METALS		21122.00		6	\$ 12,875.00	\$ 772.50 A 5
73 10 209 01 11 163 411C 001	5005 STAND LIST 7TH METAL SUPP		21429.00	1	30	\$ 498.60	\$ 15.00 1
73 10 209 01 11 163 5120 001	REF 7TH METAL		21429.00	1	5	\$ 300.00	\$ 15.00 1
73 10 209 01 11 163 611C 001	5008 REPLACE 7TH METAL		41811.03	1	5	\$ 200.00	\$ 10.00 A 2

IND. ARTS 11 * INSTRUCTION
UPDATE SEQUENCE NO.
YR FD CRG PG PA CRS EXPG SEQ

PROGRESS CITY JR. HIGH
ITEM DESCRIPTION

PROPOSED BUDGET ITEMS

RUN NO. 005
UNITS PCT.

FEBRUARY 24, 1972
UNIT CCST TOTAL COST ACT

PAGE C21

73 10 209 01 11 163 621C 001	500R REPAIR ALLOW 7TH METAL	41811-03	1	5	\$	150.00	\$	7.50 A 2
* COURSE TOTAL * 163 * - - - - - \$ 1,445.58								
73 10 209 01 11 164 1130 001	164 ELECTRICITY	21122-00		6	\$	12,875.00	\$	772.50 A 5
73 10 209 01 11 164 1130 002	165 ELECTRICITY	21122-00		4	\$	7,580.00	\$	303.20 A 5
73 10 209 01 11 164 1130 003	166 C ELECTRICITY	21122-00		2	\$	13,890.00	\$	277.80 A 5
73 10 209 01 11 164 4110 001	5012 STAND LIST 7TH ELEC SUPP	21429-00	1	30	\$	165.45	\$	49.64 1
73 10 209 01 11 164 5120 001	REF 7TH ELEC	21429-00	1	5	\$	300.00	\$	15.00 1
73 10 209 01 11 164 6110 001	5012 REPLACE 7TH ELEC	41811-03	1	5	\$	200.00	\$	10.00 A 2
73 10 209 01 11 164 621C 001	5012 REPAIR ALLOW 7TH ELEC	41811-03	1	5	\$	150.00	\$	7.50 A 2
* COURSE TOTAL * 164 * - - - - - \$ 1,435.64								
73 10 209 01 11 261 1130 001	166 C WOOD	21122-00		10	\$	13,890.00	\$	1,389.00 A 5
73 10 209 01 11 261 1130 002	165 WOOD	21122-00		15	\$	7,580.00	\$	1,137.00 A 5
73 10 209 01 11 261 113C 003	164 WOOD	21122-00		8	\$	12,875.00	\$	1,030.00 A 5
73 10 209 01 11 261 411C 001	5025 STAND LIST 8TH WOOD	21429-00	1	30	\$	421.20	\$	126.36 1
73 10 209 01 11 261 512C 001	REF 8TH WOOD	21429-00	1	8	\$	300.00	\$	24.00 1
73 10 209 01 11 261 6110 001	5025 REPLACE 8TH WOOD	41811-03	1	8	\$	200.00	\$	16.00 A 2
73 10 209 01 11 261 6210 001	5025 REPAIR ALLOW 8TH WOOD	41811-03	1	8	\$	150.00	\$	12.00 A 2
* COURSE TOTAL * 261 * - - - - - \$ 3,734.36								
73 10 209 01 11 262 1130 001	164 C DRAWING	21122-00		8	\$	12,875.00	\$	1,030.00 A 5
73 10 209 01 11 262 1130 002	165 DRAWING	21122-00		15	\$	7,580.00	\$	1,137.00 A 5
73 10 209 01 11 262 113C 003	166 C DRAWING	21122-00		10	\$	13,890.00	\$	1,389.00 A 5
73 10 209 01 11 262 411C 001	5023 STAND LIST 8TH DRAW SUPP	21429-00	1	30	\$	391.55	\$	117.59 1
73 10 209 01 11 262 512C 001	REF 8TH DRAW	21429-00	1	8	\$	300.00	\$	24.00 1
73 10 209 01 11 262 6110 001	5023 REPLACE 8TH DRAW	41811-03	1	8	\$	200.00	\$	16.00 A 2

P R O P O S E D B U D G E T I T E M S

* IND. ARTS 11 * INSTRUCTION
UPDATE SEQUENCE NO.
YR FD CRG PG PA CRS EXPD SEQPROGRESS CITY JR. HIGH
ITEM DESCRIPTIONCIST--3141
F.O.RUN NO. 005
UNITS PCT.

FEBRUARY 24, 1972

UNIT COST
TOTAL COST
PAGE C22
ACT

73 10 209 01 11 262 6210 001 5023 REPAIR ALLOW 8TH DRAW 41811.03 1 8 \$ 150.00 \$ 12.00 A 2

* CCOURSE TOTAL * 262 * - - - - - \$ 3,725.59

73 10 209 01 11 263 1130 001 166 C METAL 21122.00 4 \$ 13,890.00 \$ 555.60 A 5

73 10 209 01 11 263 1130 002 165 METAL 21122.00 7 \$ 7,580.00 \$ 530.60 A 5

73 10 209 01 11 263 1130 003 164 C METALS 21122.00 4 \$ 12,875.00 \$ 515.00 A 5

73 10 209 01 11 263 4110 001 5008 STAND LIST 8TH METAL SUPP 21429.00 1 30 \$ 198.60 \$ 59.58 1

73 10 209 01 11 263 5120 001 REF 8TH METAL 21429.00 1 5 \$ 300.00 \$ 15.00 1

73 10 209 01 11 263 6110 001 5008 REPLACE 8TH METAL 41811.03 1 5 \$ 200.00 \$ 10.00 A 2

73 10 209 01 11 263 6210 001 5008 REPAIR ALLOW 8TH METAL 41811.03 1 5 \$ 150.00 \$ 7.50 A 2

* CCOURSE TOTAL * 263 * - - - - - \$ 1,653.28

73 10 209 01 11 264 1130 001 164 C ELECTRICITY 21122.00 4 \$ 12,875.00 \$ 515.00 A 5

73 10 209 01 11 264 1130 002 165 ELECTRICITY 21122.00 7 \$ 7,580.00 \$ 530.60 A 5

73 10 209 01 11 264 1130 003 166 C ELECTRICITY 21122.00 4 \$ 13,890.00 \$ 555.60 A 5

73 10 209 01 11 264 4110 001 5012 STAND LIST 8TH ELEC SUPP 21429.00 1 30 \$ 165.45 \$ 45.64 1

73 10 209 01 11 264 5120 001 REF 8TH ELEC 21429.00 1 5 \$ 300.00 \$ 15.00 1

73 10 209 01 11 264 6110 001 5012 REPLACE 8TH ELEC 41811.03 1 5 \$ 200.00 \$ 10.00 A 2

73 10 209 01 11 264 6210 001 5012 REPAIR ALLOW 8TH ELEC 41811.03 1 5 \$ 150.00 \$ 7.50 A 2

* CCOURSE TOTAL * 264 * - - - - - \$ 1,683.34

73 10 209 01 11 328 1130 001 164 C POWER MECH 21122.00 4 \$ 12,875.00 \$ 515.00 A 5

73 10 209 01 11 328 4110 001 0496 165 GREASE GLN CARTRIDGE 102 21429.00 2 100 \$.90 \$ 1.80 1

73 10 209 01 11 328 4110 002 5002 STAN LIST POWER MECH SUPP 21429.00 1 100 \$ 24.00 \$ 24.00 A 2

73 10 209 01 11 328 5120 001 1411 TECH PUB RIV SMALL ENGINE SER MAN 21459.00 1 100 \$ 6.00 \$ 6.00 1

73 10 209 01 11 328 5120 003 1198 PURVIS SMALL GAS ENGINES 21459.00 1 100 \$ 4.68 \$ 4.68 1

73 10 209 01 11 328 5120 005 1198 ATTIBERRY POWER MECHANICS 21459.00 6 100 \$ 2.25 \$ 13.50 1

P R O P O S E D B U D G E T I T E M S									
* IND. ARTS 11 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	RUN NO. 005	FEBRUARY 24, 1972		PAGE 023		
UPDATE SEQUENCE NO.	ITEM DESCRIPTION		F.O.	UNITS	PCT.	UNIT COST	TOTAL COST	ACT	
YR FD ORG PG PA CRS EXPE SEQ									
73 10 209 01 11 328 5120 006	REFERENCE BOOK MECH		21429.00	2	10 %	300.00 \$	30.00 A 2		
73 10 209 01 11 328 6110 001	REPLACE POWER MECH		41811.03	1	10 %	200.00 \$	20.00 A 2		
73 10 209 01 11 328 6110 002	0496 POWER MECH TCOLS "PROJOM"	55A-SP	41811.03	1	100 %	60.00 \$	60.00 A 4		
73 10 209 01 11 328 6210 001	REPAIR ALLOW PCWER MECH		41811.03	1	10 %	150.00 \$	15.00 A 2		
73 10 209 01 11 328 7110 001	0496 MIKE 3-4 N-436P	1971	41811.03	1	100 %	26.50 \$	26.50 A 2		
73 10 209 01 11 328 7110 002	0496 TELES P GAGE NO-229A	P681	41811.03	1	00 %	4.85 \$	4.85 A 2		
73 10 209 01 11 328 7110 003	0496 MIKE 1-2 N-436P	1971	41811.03	1	100 %	21.00 \$	21.00 A 2		
73 10 209 01 11 328 7110 004	0496 TELES P GAGE NO-229C	1971	41811.03	1	100 %	5.30 \$	5.30 A 2		
73 10 209 01 11 328 7110 005	0496 THICKNESS GAGE A-209	P686	41811.03	3	100 %	2.75 \$	8.25 A 2		
73 10 209 01 11 328 7110 006	0496 TCRGLE WRENCH T-100 1B 604	1971	41811.03	2	100 %	10.50 \$	21.00 A 2		
73 10 209 01 11 328 7110 007	0496 CARBON BRUSHES U-21415	1971	41811.03	1	100 %	2.30 \$	2.30 A 2		
73 10 209 01 11 328 7110 008	0496 INDIC BASE A-657	P684	41811.03	1	100 %	24.00 \$	24.00 A 2		
73 10 209 01 11 328 7110 009	0496 CARBON BRUSHES G-37555	1971	41811.03	1	100 %	2.50 \$	2.50 A 2		
73 10 209 01 11 328 7110 010	0496 OIL TEST INDIC N-196	P684	41811.03	1	100 %	30.75 \$	30.75 A 2		
73 10 209 01 11 328 7110 011	0496 BRIGG/STRALN ENGIN S-60/10	1971	41811.03	1	100 %	25.00 \$	25.00 D 4		
73 10 209 01 11 328 7110 012	0496 MCLE GAGE BALL N-897	P386	41811.03	1	100 %	17.50 \$	17.50 A 2		
73 10 209 01 11 328 7110 013	0496 CARBON BRUSHES M-21416	1971	41811.03	1	100 %	2.30 \$	2.30 A 2		
73 10 209 01 11 328 7110 014	0496 TELES P GAGE A/-229D	1971	41811.03	1	100 %	6.80 \$	6.80 A 2		
73 10 209 02 11 328 7110 015	0496 MIKE 0-1 N-436P	P681	41811.03	1	100 %	16.50 \$	16.50 A 2		
73 10 209 01 11 328 7110 016	0496 MAG COL & COND TEST M-603	1971	41811.03	1	100 %	65.50 \$	65.50 A 2		
73 10 209 01 11 328 7110 017	0496 TELES P GAGE NO-229B	1971	41811.03	1	100 %	5.10 \$	5.10 A 2		
* CCURSE TOTAL * 328 * - - - - - \$				575.73					
73 10 209 01 11 361 1130 001	165	WCCO	21122.00		7 %	7,580.00 \$	550.00 A 2		
73 10 209 01 11 361 1130 002	164	C	21122.00		8 %	12,875.00 \$	1,030.00 A 5		
73 10 209 01 11 361 1130 003	166	C	21122.00		16 %	13,890.00 \$	2,222.40 A 5		

P R O P O S E D B U D G E T I T E M S

* IND. APTS 11 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	UNIT	PCT.	UNIT COST	TOTAL COST	PAGE 024
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.						ACT
YR FD CRC PG PA CRS EXPG SEQ								
73 10 209 01 11 361 4110 001	5025 STAND LIST 9TH WOOD	21429.00	1	40	\$	421.20	168.48	1
73 10 209 01 11 361 5120 001	REF 9TH WOOD	21429.00	1	9	\$	300.00	27.00	1
73 10 209 01 11 361 6110 001	5025 REPLACE 9TH WOOD	41811.03	1	9	\$	200.00	18.00	A 2
73 10 209 01 11 361 6210 001	5025 REPAIR ALLOW 9TH WOOD	41811.03	1	9	\$	150.00	13.50	A 2
* CCURSE TOTAL * 361 * - - - - - \$ 4,005.98								
73 10 209 01 11 362 1130 001	166 C DRAWING	21122.00	16	\$	13,890.00	\$	2,222.40	A 5
73 10 209 01 11 362 1130 002	164 C DRAWING	21122.00	8	\$	12,875.00	\$	1,030.00	A 5
73 10 209 01 11 362 1130 003	165 C DRAWING	21122.00	7	\$	7,580.00	\$	530.60	A 5
73 10 209 01 11 362 4110 001	5023 STAND LIST 9TH DRAW SUPP	21429.00	1	40	\$	391.55	156.78	1
73 10 209 01 11 362 5120 001	REF 9TH DRAW	21429.00	1	9	\$	300.00	27.00	1
73 10 209 01 11 362 6110 001	5023 REPLACE 9TH DRAW	41811.03	1	5	\$	200.00	18.00	A 2
73 10 209 01 11 362 6210 001	5023 REPAIR ALLOW 9TH DRAW	41811.03	1	9	\$	150.00	13.50	A 2
* CCURSE TOTAL * 362 * - - - - - \$ 3,598.28								
73 10 209 01 11 363 1130 001	165 METAL	21122.00	4	\$	7,580.00	\$	303.20	A 1
73 10 209 01 11 363 1130 002	164 C METALS	21122.00	4	\$	12,875.00	\$	515.00	A 1
73 10 209 01 11 363 1130 003	166 C METAL	21122.00	8	\$	13,890.00	\$	1,111.20	A 1
73 10 209 01 11 363 4110 001	5008 STAND LIST 9TH METAL SUPP	21429.00	1	40	\$	198.60	79.44	1
73 10 209 01 11 363 5120 001	REF 9TH METAL	21429.00	1	5	\$	300.00	15.00	1
73 10 209 01 11 363 6110 001	5008 REPLACE 9TH METAL	41811.03	1	5	\$	200.00	10.00	A 1
73 10 209 01 11 363 6210 001	5008 REPAIR ALLOW 9TH METAL	41811.03	1	5	\$	150.00	7.50	A 2
* COURSE TOTAL * 363 * - - - - - \$ 2,041.34								
73 10 209 01 11 364 1130 001	166 C ELECTRICITY	21122.00	8	\$	13,890.00	\$	1,111.20	A 5
73 10 209 01 11 364 1130 002	165 C ELECTRICITY	21122.00	4	\$	7,580.00	\$	303.20	A 5
73 10 209 01 11 364 4110 001	5012 STAND LIST 9TH ELEC SUPP	21429.00	1	40	\$	165.45	66.18	1

P R O P O S E D B U D G E T I T E M S

* IND. ARTS UPDATE SEQUENCE NO. YR FD CRG PG PA CRS EXPD SEQ	INSTRUCTION	PROGRESS CITY JR. HIGH ITEM DESCRIPTION	DIST--3141 F.O.	UNITS	RUN NO. 005 PCT.	FEBRUARY 24, 1972 UNIT COST	TOTAL COST	PAGE 025 AC.
73 10 209 01 11 364 5120 001		ANDERSON	21429.00	1	5 \$	300.00 \$	15.00	1
73 10 209 01 11 364 6110 001	5012 REPLACE	9TH ELEC	41811.03	1	5 \$	200.00 \$	10.00	A 2
73 10 209 01 11 364 6210 001	5012 REPAIR ALLOW	9TH ELEC	41811.03	1	5 \$	150.00 \$	7.50	A 2
* COURSE TOTAL * 364 * - - - - - \$ 1,513.08								
73 10 209 01 11 365 1130 001	165	METAL	21122.00		2 \$	7,580.00 \$	151.60	A 5
73 10 209 01 11 365 1130 002	165	DRAWING	21122.00		4 \$	7,580.00 \$	303.20	A 5
73 10 209 01 11 365 1130 003	165	WCCD	21122.00		4 \$	7,580.00 \$	303.20	A 5
73 10 209 01 11 365 1130 004	165	ELECTRICITY	21122.00		2 \$	7,580.00 \$	151.60	A 5
73 10 209 01 11 365 1130 005	166	METAL	21122.00		2 \$	13,890.00 \$	277.60	A 5
73 10 209 01 11 365 1130 006	166	DRAWING	21122.00		4 \$	13,890.00 \$	555.60	A 5
73 10 209 01 11 365 1130 007	166	WCCD	21122.00		4 \$	13,890.00 \$	555.60	A 5
73 10 209 01 11 365 1130 008	166	ELECTRICITY	21122.00		2 \$	13,890.00 \$	277.60	A 5
73 10 209 01 11 365 1130 009	164	METALS	21122.00		2 \$	12,875.00 \$	257.50	A 5
73 10 209 01 11 365 1130 010	164	DRAWING	21122.00		4 \$	12,875.00 \$	515.00	A 5
73 10 209 01 11 365 1130 011	164	WCCD	21122.00		4 \$	12,875.00 \$	515.00	A 5
73 10 209 01 11 365 1130 012	164	ELECTRICITY	21122.00		2 \$	12,875.00 \$	257.50	A 5
73 10 209 01 11 365 4110 001		STAN LIST GIRLS 1A SUPP	21429.00	1	5 \$	1,204.80 \$	60.09	A 2
73 10 209 01 11 365 5120 001		REFERENCE BOCK GIRLS	21429.00	1	10 \$	300.00 \$	30.00	A 2
73 10 209 01 11 365 6110 001		REPLACE GIRLS 1A	41811.03	1	10 \$	200.00 \$	20.00	A 2
73 10 209 01 11 365 6210 001		REPAIR ALLOW GIRLS	41811.03	1	10 \$	150.00 \$	15.00	A 2
* COURSE TOTAL * 365 * - - - - - \$ 4,246.49								
73 10 209 01 11 450 5120 001	0382	LINDBECK LAT GUIDE TEACH	21459.00	1	100 \$	4.00 \$	4.00	I 2
73 10 209 01 11 450 5120 002	0382	LINDBECK LAT GEN IND WORK BLCK	21459.00	3	100 \$	.50 \$	2.70	1
73 10 209 01 11 450 5120 003	0352	LINDBECK LAT GENERAL INDUSTRY 8A	21459.00	3	100 \$	4.68 \$	14.04	1

P R O P O S E D B U D G E T I T E M S									
* IND. ACTS 11 *	INSTRUCTION	PRGRESS CITY JR. HIGH	DIST--3141	UNITS	RUN NO. 005	FEBRUARY 24, 1972	PAGE	026	ACT
UPDATE SEQUENCE NO.	ITEM DESCRIPTION		.O.		PCT.	UNIT CCST	TOTAL COST		
YR FD ORG PG PA CRS EXPD SEQ									
73 10 209 01 11 450 5120 004	0382	LINDBECK LAT GEN IND LAB MANUAL	21459.00	3	100 %	1.98 \$	5.94	1	
73 10 209 01 11 450 6110 001	0496 165	LOCK ALL DIFFERENT KEY	1568	12	100 %	1.75 \$	21.00	1	
73 10 209 01 11 450 7110 001	0496 100	STOR CAB M-TM11 GRAY	1571	1	100 %	499.00 \$	499.00	1	
73 10 209 01 11 450 7120 001	2104 CAMERA	INST-PATIC KOOK X30	70811.04	1	25 %	30.00 \$	7.50	A 2	
73 10 209 01 11 450 7120 002	2104 CASSET	RECORD SONY TC-120	70811.04	1	25 %	120.00 \$	30.00	A 2	
73 10 209 01 11 450 7120 003	2104 CARCUSEL	PRCJ KOOK 650	70811.04	1	25 %	76.95 \$	19.24	A 2	
73 10 209 01 11 450 7120 004	2104 CARGUSEL	LENS 4IN F2.8	70811.04	1	25 %	14.00 \$	3.50	A 4	
73 10 209 01 11 450 7130 001	0572 SMITH	COR SP O MAT 75 PICA	70811.04	1	25 %	200.00 \$	50.00	A 2	
* COURSE TOTAL * 450 * - - - - - \$				656.92					
73 10 209 01 11 451 4110 001	0496 165	295 SURE SANDER BLADE	21429.00	10	100 %	.90 \$	9.00	1	
73 10 209 01 11 451 4110 002	0496 165	LACQUER TRINNER GAL	21429.00	5	100 %	2.85 \$	14.25	1	
73 10 209 01 11 451 4110 003	0496 165	PONY BANO CLAMP	1215	2	100 %	3.55 \$	7.10	1	
73 10 209 01 11 451 4110 004	2486 165	SANDER WASH QT	21429.00	4	100 %	1.60 \$	6.40	1	
73 10 209 01 11 451 5120 001	1196	WAGNER	21459.00	1	100 %	5.57 \$	5.57	1	
73 10 209 01 11 451 5120 002	1654	MCGINNIS RUL	21459.00	6	100 %	5.00 \$	30.00	A 4	
73 10 209 01 11 451 9110 001	0496 165	1/4" DOWELS 36" LENGTH	21429.00	100	100 %	.04 \$	4.00	1	
73 10 209 01 11 451 9110 002	0496 165	1/2" DOWELS 36" LENGTH	21429.00	200	100 %	.10 \$	20.00	1	
73 10 209 01 11 451 9110 003	0496 165	5/8" DOWELS 36" LENGTH	21429.00	50	100 %	.13 \$	6.50	1	
73 10 209 01 11 451 9110 004	0496 165	1" DOWELS 36" LENGTH	21429.00	50	100 %	.37 \$	18.50	1	
73 10 209 01 11 451 9110 005	0496 165	3/4" DOWELS 36" LENGTH	21429.00	50	100 %	.22 \$	11.00	1	
73 10 209 01 11 451 9110 006	0496 165	3/8" DOWELS 36" LENGTH	21429.00	200	100 %	.06 \$	12.00	1	
73 10 209 01 11 451 9110 007	0496 165	5/16" DOWELS 36" LENGT	21429.00	100	100 %	.05 \$	5.00	1	
* COURSE TOTAL * 451 * - - - - - \$				149.72					
73 10 209 01 11 460 4110 001	0496 165	ALPHABET TEMP	0300	2	100 %	1.50 \$	3.00	1	

P R O P O S E D B U D G E T I T E M S

IND. ARTS 11 * UPDATE SEQUENCE NO. YP FD ORG PG PA CQS EXPC SEQ	INSTRUCTION	PROGRESS CITY JR. HIGH ITEM DESCRIPTION	CIST--3141 F.O.	RUN NO. 005 UNITS PCT.	FEBRUARY 24, 1972 UNIT CGST	PAGE C27 TOTAL COST ACT
73 10 209 01 11 460 4110 002	0496 165 002	0496 165 ELECTRONIC TEMP	1610 21429.00	1 100 \$	3.95 \$	3.95 1
73 10 209 01 11 460 4110 003	0496 165 003	0496 165 ULK CIRCLE TEMP	185 21429.00	1 100 \$	1.00 \$	1.00 1
73 10 209 01 11 460 4110 004	0496 165 004	0496 165 11 X 15 BL AND WT REEM	222M1C 21427.00	1 100 \$	6.50 \$	6.50 1
73 10 209 01 11 460 4110 005	0496 165 005	0496 165 YAPER TIP ERASER	002 1212 21429.00	100 100 \$	.35 \$	35.00 1
73 10 209 01 11 460 4110 006	0496 165 006	0496 165 5 X 12 BL AND WT REEM	222M10 21429.00	2 100 \$	4.50 \$	9.00 1
73 10 209 01 11 460 4110 007	0496 165 007	0496 165 TEMPLATE FORMER	260 21429.00	1 100 \$	5.50 \$	5.50 1
73 10 209 01 11 460 4110 008	0496 165 008	0496 165 X ACTO DCUBLE SET	62 21429.00	1 100 \$	2.90 \$	2.90 1
73 10 209 01 11 460 4110 009	0496 165 009	0496 165 5 X 12 TRAC PAPER REEM	43 21429.00	2 100 \$	3.90 \$	7.80 1
73 10 209 01 11 460 4110 010	0496 165 010	0496 165 12 X 18 TRAC PAPER REEM	43 21429.00	1 100 \$	7.40 \$	7.40 1
73 10 209 01 11 460 4110 011	0496 165 011	0496 165 CONTACT CEMENT 1 QT CAN	21429.00	3 100 \$	2.15 \$	6.45 1
73 10 209 01 11 460 4110 012	0496 165 012	0496 165 SNAP FASTENER SET	470 21429.00	1 100 \$	2.25 \$	2.25 1
73 10 209 01 11 460 4110 013	0496 165 013	0496 165 CONTACT CEMENT 3 OZ BLT	21429.00	6 100 \$	.70 \$	4.20 1
73 10 209 01 11 460 5120 001	1448 SPENCER	BASIC TECH DRAW	21459.00	1 100 \$	7.00 \$	7.00 1 4
73 10 209 01 11 460 5420 001	0090 HARMAN	INTRC MECH DRAWING	21459.00	20 100 \$	2.64 \$	52.80 A 4
* COURSE TOTAL * 460 * - - - - - \$				154.75		
73 10 209 01 11 470 4110 001	0496 165 001	0496 165 FLAT BLACK	QT 21429.00	3 100 \$	1.85 \$	5.55 1
73 10 209 01 11 470 5120 001	1198 WALKER	MODERN METAL WORKING	21459.00	1 100 \$	5.97 \$	5.97 1
73 10 209 01 11 470 6110 001	0496 165 001	0496 165 EZY OUT NO 2 G80	195 41811.03	1 100 \$	.65 \$	.65 1
73 10 209 01 11 470 6110 002	0496 165 002	0496 165 CUTTING TUBE	SIZE O 155 41811.03	1 100 \$	.90 \$	.90 1
73 10 209 01 11 470 6110 003	0496 165 003	0496 165 AM STAN WIRE GAUGE	281 41811.03	1 100 \$	8.40 \$	8.40 1
73 10 209 01 11 470 6110 004	0496 165 004	0496 165 DRAW GAUGE OS80RN	5112 41811.03	1 100 \$	12.50 \$	12.50 1
73 10 209 01 11 470 6110 005	2372 165 005	2372 165 SOLDER IRON 200 W	53831 41811.03	2 100 \$	9.50 \$	19.00 1
73 10 209 01 11 470 6110 006	0496 165 006	0496 165 U S STANDARD GAUGE	283 41811.03	1 100 \$	8.95 \$	8.95 1
73 10 209 01 11 470 6110 007	0496 165 007	0496 165 WEAVER	130 41811.03	2 100 \$	2.30 \$	4.60 1
73 10 209 01 11 470 7110 001	0496 165 001	0496 165 FOUND FURNACE N-8/G9008661	1971 41811.03	1 100 \$	457.00 \$	457.00 1

P R C P O S E D B U D G E T I T E M S

* IND. ARTS 11 *	INSTRUCTION	PROGRESS CITY JR. HIGH	ITEM DESCRIPTION	QIST--3141 F.O.	UNITS	RUN NO. 005 PCT.	FEBRUARY 24, 1972 UNIT CCST	TOTAL COST	PAGE 028 AOT
73 10 209 01 11 470 711C 002	0496	FOUNDRY BENCH N-8/G MB58		1971	41811.03	1	100 \$	126.00 \$	126.00 1
73 10 209 01 11 470 711C 003	0496	FOUND PACK N-8/G70 P661		1971	41811.03	1	100 \$	425.00 \$	425.00 1
73 10 209 01 11 470 711C 004	0496	DEVERLY CUT SHER M-82		1971	41811.03	1	100 \$	127.75 \$	127.75 1
73 10 209 01 11 470 711C 005	0496	PEV CUT SHER BLOES M-82		1971	41811.03	1	100 \$	21.75 \$	21.75 1
73 10 209 01 11 470 711C 006	0496	MILLER SPOT WELD M-LSP11		1971	41811.03	1	100 \$	225.00 \$	225.00 1
73 10 209 01 11 470 911C 001	0496	165 NICHOLS: LVER 16 GA FT			21429.00	10	100 \$	3.42 \$	34.20 1
* COURSE TOTAL * 470 * - - - - - \$				1,483.22					
73 10 209 01 11 480 411C 001	2372	165 AA BATTERY ALK OR E91		464655	21429.00	12	100 \$	.50 \$	6.00 1
73 10 209 01 11 480 411C 002	0496	165 APPLIANCE BULB 25 WATT		1280	21429.00	12	100 \$	1.00 \$	12.00 1
73 10 209 01 11 480 512C 001	1198	FLOYD MIX HOUSE WIRING			21459.00	3	100 \$	2.70 \$	8.10 1
73 10 209 01 11 480 611C 001	0496	BELT SAND N-503XHC 3X24		1971	41811.03	1	100 \$	185.00 \$	185.00 1
73 10 209 01 11 480 611C 002	0496	DRILL PRES M-49-742 SLC-SPD		1971	41811.03	1	100 \$	392.70 \$	392.70 1
73 10 209 01 11 480 611C 003	2372	VAC DUS COLL 55GAL SEARS		FALL	41811.03	1	100 \$	100.00 \$	100.00 1
73 10 209 01 11 480 611C 004	0496	POWR SUPP N-E3 P371		1971	41811.03	1	100 \$	150.00 \$	150.00 1
73 10 209 01 11 480 611C 005	0496	SAND 8/O MV DUT N-6122 187		1971	41811.03	3	100 \$	82.00 \$	246.00 1
73 10 209 01 11 480 711C 001	0496	3E EXPERIMENT MARK-2 P371		1971	41811.03	1	100 \$	359.00 \$	359.00 1
* COURSE TOTAL * 480 * - - - - - \$				1,458.80					
** DEPARTMENT TOTAL ** IND. ARTS * - - - - - \$				40,547.95					

P R O P O S E D B L O G E T I T E M S

* ART	12 *	INSTRUCTION	PROGRESS CITY JR. HIGH	CIST--3141	RUN NO. 005	FEBRUARY 24, 1972	PAGE C28												
UPDATE SEQUENCE NO.		ITEM DESCRIPTION		F.O.	UNITS	UNIT COST	TOTAL COST ACT												
YR	FD	CRG	PG	PA	CRS	EXPD	SEQ												
73	10	209	01	12	171	1130	001	108	J	ART	21122.00	48	\$	10,050.00	\$	4,824.00	A	5	
73	10	209	01	12	171	1130	002	150	H	ART	21122.00	20	\$	12,025.00	\$	2,405.00	A	5	
73	10	209	01	12	171	4100	002	0426	108	BALSA ASSCRTMENT	857331	1	100	\$	24.90	\$	24.90	1	
73	10	209	01	12	171	4100	003	0426	108	MAGIC MARKER SETS	84133	12	100	\$	1.80	\$	21.60	1	
73	10	209	01	12	171	4100	004	0426	108	SPRAY BLACK ENAMEL	845055	4	100	\$	1.60	\$	6.40	1	
73	10	209	01	12	171	4100	005	0426	108	TISSUE PAPER 20X30 ASSY	A414	4	100	\$	.95	\$	3.80	1	
73	10	209	01	12	171	4100	009	0426	108	PRINTMASTER PLATES 9X12	88702	36	100	\$	.66	\$	23.76	1	
73	10	209	01	12	171	4100	010	0426	108	MCD PODGE PINT	852100	3	100	\$	2.00	\$	6.00	1	
73	10	209	01	12	171	4100	019	0246	108	SPONGES	6A	6	100	\$	.35	\$	2.10	1	
73	10	209	01	12	171	4100	020	0246	108	FLUORESCENT COLORS	PS1203	2	100	\$	2.00	\$	4.00	1	
73	10	209	01	12	171	4110	004	0426	150	WIRE SPOOLS	A543	6	100	\$	2.38	\$	14.28	1	88
73	10	209	01	12	171	4110	005	1216	150	ALUM FOIL		10	100	\$	.39	\$	3.90	1	
73	10	209	01	12	171	4110	006	1064	150	1"X2" PINE BCARDS		100	100	\$	.12	\$	12.00	1	
73	10	209	01	12	171	4110	007	1792	150	ELEPHANT EAR SPONGES		4	100	\$	1.15	\$	4.60	1	
73	10	209	01	12	171	4110	008	0444	150	GRADED BIRCH DOWELS 1/		3	100	\$	4.00	\$	12.00	1	
* COURSE TOTAL * 171 * - - - - - \$											7,368.34								
73	10	209	01	12	271	1130	001	150	H	ART	21122.00	20	\$	12,025.00	\$	2,405.00	A	5	
73	10	209	01	12	271	1130	002	108	J	ART	21122.00	30	\$	10,050.00	\$	3,015.00	A	5	
73	10	209	01	12	271	4100	003	0426	108	BURLAP CACET BLUE	85745	5	100	\$	.50	\$	2.50	1	
73	10	209	01	12	271	4100	004	2043	108	DYE LAMINATE AMBER 802		1	100	\$	1.65	\$	1.65	1	
73	10	209	01	12	271	4100	005	2043	108	BEAD CHAIN NICKEL 4 1/2	3	100	100	\$	.01	\$	1.00	1	
73	10	209	01	12	271	4100	006	0426	108	BURLAP CHARTREUSE	85745	5	100	\$	.50	\$	2.50	1	
73	10	209	01	12	271	4100	008	0426	108	BURLAP BLACK	85745	5	100	\$	.50	\$	2.50	1	
73	10	209	01	12	271	4100	020	0132	108	FELT REMNANTS	5113	2	100	\$	1.69	\$	3.38	1	
73	10	209	01	12	271	4100	021	0426	108	PCDERED PAINT SILVER	87706	1	100	\$	1.85	\$	1.85	1	

P R O P O S E D B U D G E T I T E M S

* ART UPDATE SEQUENCE NO. YR FO CRG PG PA CRS EXPD SEQ	12 * INSTRUCTION	PROGRESS CITY JR. HIGH ITEM DESCRIPTION	DIST--3141 F.O.	UNITS	RUN NO. 005 PCT.	FEBRUARY 24, 1972 UNIT COST	TOTAL COST	PAGE 030 ACT
73 10 209 01 12 271 4100 022	0426 108PCWDERED P. AT GOLD	87706	21422.00	1	100 %	1.85 \$	1.85	1
73 10 209 01 12 271 4100 023	0426 108SCRATCH ART BOARDS PKS	88335	21422.00	10	100 %	1.05 \$	10.50	1
73 10 209 01 12 271 4100 024	0426 108SCRATCH KNF STRAIGHT A	2463K0	21422.00	36	100 %	.14 \$	5.04	1
73 10 209 01 12 271 4100 025	0426 108BRAYER SOFT 6INCH	82454	21422.00	3	100 %	3.50 \$	11.70	1
73 10 209 01 12 271 4100 026	0426 108BLRLAP TANGERINE	85745	21422.00	5	100 %	.50 \$	2.50	1
73 10 209 01 12 271 4100 027	0426 108BURLAP CHERRY RED	85745	21422.00	5	100 %	.50 \$	2.50	1
73 10 209 01 12 271 4110 001	0426 150DC2 SLOYO KNIVES	A2569	21422.00	1	100 %	14.00 \$	14.00	1
73 10 209 01 12 271 4110 002	1084 150 PLASTER BAGS 80LB		21422.00	2	100 %	2.88 \$	5.76	1
73 10 209 01 12 271 4110 003	1084 150 ZONOLITE BAGS		21422.00	3	100 %	2.19 \$	6.57	1
73 10 209 01 12 271 4110 005	0426 150PELIKAN WATERCOLOR SETS	87768	21422.00	1	100 %	6.00 \$	6.00	1
73 10 209 01 12 271 4110 006	2372 150 BLUESPOT CONTAINERS		21422.00	2	100 %	2.99 \$	5.98	1
73 10 209 01 12 271 4110 007	1216 150 BOXED PARAFIN		21422.00	20	100 %	.25 \$	5.00	1
73 10 209 01 12 271 4110 008	1792 150 RED THROWING CLAY 100L	85	21422.00	10	100 %	.10 \$	1.00	1
73 10 209 01 12 271 4110 009	0444 150 PARISCRAFT PLASTER	7302	21422.00	1	100 %	16.00 \$	16.00	1
* COURSE TOTAL * 271 * - - - - - \$ 5,529.78								80
73 10 209 01 12 371 1130 001	108 ART		21122.00		22 %	10,050.00 \$	2,211.00	A 5
73 10 209 01 12 371 1130 002	150 ART		21122.00		20 %	12,025.00 \$	2,405.00	A 5
73 10 209 01 12 371 4100 011	0426 108SPRAY 1102 APPLE RED	845150	21422.00	2	100 %	1.80 \$	3.60	1
73 10 209 01 12 371 4100 013	0426 108SPRAY 1503 JADE GREEN	845150	21422.00	2	100 %	1.80 \$	3.60	1
73 10 209 01 12 371 4100 015	0352 108 COLORED STICKS	C42205	21422.00	4	100 %	1.10 \$	4.40	1
73 10 209 01 12 371 4100 017	0426 108SASH BRUSH 2"WIDE	B10	21422.00	2	100 %	1.05 \$	2.10	1
73 10 209 01 12 371 4100 019	0426 108SPRAY 1300 BLUEBELL	845150	21422.00	2	100 %	1.80 \$	3.60	1
73 10 209 01 12 371 4100 020	0426 108EVAL BRUSH SIZE 6 1"WID	B26	21422.00	4	100 %	.85 \$	3.40	1
73 10 209 01 12 371 4100 021	0426 108CONSTRUCTION PAPER18X24	870538	21422.00	3	100 %	2.32 \$	6.96	1
73 10 209 01 12 371 4100 022	2043 108DYE LAMINATE BLACK 802		21422.00	1	100 %	1.65 \$	1.65	1

FEBRUARY 24, 1972		PAGE
UNIT COST	TOTAL COST	COST AC

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* ART	12 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	RUN NO. 035	FEBRUARY 24, 1972	PAGE
UPDATE SEQUENCE NO.		ITEM DESCRIPTION		F.O.	UNITS	UNIT COST	TOTAL COST
YR FB GRG PG PA CRS EXPC SEQ					PGI		NO
73 10 209 01 12 371 4100 025	2043	1080YE FLOREST GREEN	E92		1	1.65 \$	1.65 1
73 10 209 01 12 371 4110 002	2372	150 TPINS OR WIG PINS			6	.44 \$	2.64 1
73 10 209 01 12 371 411C 003	2372	150 PLASTIC GLOVES			2	.19 \$	.38 1
- 209 01 12 371 411C 005	1216	150 CLCROX			4	.35 \$	1.56 1
73 10 209 01 12 371 4110 006	0426	150EXTRA BLADES		833052	3	.85 \$	2.55 1
73 10 209 01 12 371 4110 007	0426	150DCZ DEXTER KNIVES		A2J68	1	11.00 \$	11.00 1
73 10 209 01 12 371 4110 008	0426	150BXC RAZOR BLADES		E2520	1	1.60 \$	1.60 1
73 10 209 01 12 371 4110 009	0426	150WHITE CONTE CRAYONS		E7681	2	1.65 \$	3.30 1
73 10 209 01 12 371 411C 010	0426	150 5/6 INCH TACK POINTS		B33Q01	4	.55 \$	2.20 1
73 10 209 01 12 371 4110 011	0426	150STAPLE PULLER		85675	1	.65 \$	.65 1
73 10 209 01 12 371 4110 012	0426	150CRAYPAS		A7666	24	.41 \$	9.84 1
73 10 209 01 12 371 4110 018	0426	150 WIRE SPOCL		860503	10	1.28 \$	12.80 1
* CCOURSE TOTAL * 371 *			\$	4,695.48			
73 10 209 01 12 400 4110 001		CRAFT MATERIALS STD LIST			1	148.24 \$	148.24 D 4
73 10 209 01 12 400 411C 002		ART MATERIALS STD LIST			1	645.40 \$	645.40 D 4
* COURSE TOTAL * 400 *			\$	793.64			
** DEPARTMENT TOTAL ** ART			\$	18,387.24			

* VOC MUSIC 13 * INSTRUCTION
UPDATE SEQUENCE NO.
YR FD GRG PG PA CRS EXPC SEQ

PROGRESS CITY JR. HIGH
ITEMS
DIST--3141
F.O.

RLN NO. 005
PCT.
UNITS

FEBRUARY 24, 1972
UNIT COST
TOTAL COST
PAGE 032
ACT

73 10 209 01 13 181 1130 001 173	R	7TH GEN MUS	21122.00	54 \$	12,875.00 \$	6,952.50 A 5
* CCOURSE TOTAL * 181 * - - - - - \$ 6,952.50						
73 10 209 01 13 281 1130 001 173	R	8TH GEN MUS	21122.00	16 \$	12,875.00 \$	2,060.00 A 5
* CCOURSE TOTAL * 281 * - - - - - \$ 2,060.00						
73 10 209 01 13 282 1130 001 173	R	8TH CHORUS	21122.00	8 \$	12,875.00 \$	1,030.00 A 5
73 10 209 01 13 282 2110 001		45 180 11133.00		5 \$	2,800.00 \$	140.00 A 5
* CCOURSE TOTAL * 282 * - - - - - \$ 1,170.00						
73 10 209 01 13 382 1130 001 173	R	9TH CHORUS	21122.00	8 \$	12,875.00 \$	1,030.00 A 5
73 10 209 01 13 382 2110 001		45 180 21133.00		5 \$	2,800.00 \$	140.00 A 5
* CCOURSE TOTAL * 382 * - - - - - \$ 1,170.00						
73 10 209 01 13 531 4110 001 2242 173 TUNABLE CRUM 10 INCH		RB1180	21432.00	2 100 \$	8.95 \$	17.90 1
73 10 209 01 13 531 412C 001 0868 173AUDIO CABLE		40CK80	21432.00	1 100 \$	3.50 \$	3.50 1
73 10 209 01 13 531 518C 001		173 VARIOUS MISC MUSIC	21432.00	1 100 \$	350.00 \$	350.00 A 2
73 10 209 01 13 531 5210 001 1794 173 CATCH RECORDING TAPE		206	21432.00	6 100 \$	4.49 \$	26.94 1
73 10 209 01 13 531 5210 002 1794 1735MIL HIGH ENERGY CASSET		SC30HE	21432.00	12 100 \$	2.39 \$	28.68 1
73 10 209 01 13 531 521C 003		173 VARICUS RECORDS	21432.00	1 100 \$	100.00 \$	100.00 A 2
73 10 209 01 13 531 5210 004 2818 173 86TC CASSETTE SUITCASE			21432.00	2 100 \$	5.98 \$	11.96 A 2
73 10 209 01 13 531 711C 001 1974 TCYE TUNE		7C811.03		4 100 \$	21.50 \$	86.00 A 5
73 10 209 01 13 531 7110 002 2809 AUTOMARP ELECTRIC PICKUP		ME6462 7C811.03		1 100 \$	18.95 \$	18.95 A 5
* CCOURSE TOTAL * 531 * - - - - - \$ 643.93						
73 10 209 01 13 713 1130 001 173	R	8TH GEN MUS	21122.00	7 \$	12,875.00 \$	901.25 A 5
* CCOURSE TOTAL * 713 * - - - - - \$ 501.25						
** DEPARTMENT TOTAL ** VCC MUSIC * - - - - - \$ 12,697.68						

P R O C E S S E D B U D G E T I T E M S

* INST MUSIC 14 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	RUN NO. 005	FEBRUARY 24, 1972	PAGE 033
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.	UNITS	UNIT COST	TOTAL COST	ACT
VR FD CRG PG PA CRS EXPD SEQ						
73 10 209 01 14 186 1220 001 143	M BAND	21130.00	33	\$ 12,950.00	\$ 4,273.50	A 5
* CCOURSE TOTAL * 186 *						
73 10 209 01 14 195 1220 001 069	D ORCHESTRA	21130.00	17	\$ 9,645.00	\$ 1,639.65	A 5
* CCOURSE TOTAL * 195 *						
73 10 209 01 14 286 1220 001 143	M BAND	21130.00	33	\$ 12,950.00	\$ 4,273.50	A 5
* CCOURSE TOTAL * 286 *						
73 10 209 01 14 386 1220 001 143	M BAND	21130.00	34	\$ 12,950.00	\$ 4,403.00	A 5
* CCOURSE TOTAL * 386 *						
73 10 209 01 14 525 5180 001	MUSIC ORCHESTRA	21431.00	1	\$ 150.00	\$ 150.00	A 2
73 10 209 01 14 525 5180 002	MUSIC BAND	21431.00	1	\$ 500.00	\$ 500.00	A 2
73 10 209 01 14 525 6110 001	2514 NOBLET BASS CLARINET	55 41811.03	1	\$ 487.00	\$ 487.00	A 2
73 10 209 01 14 525 6110 002	REPAIR FRENCH HCRNS	41811.03	2	\$ 30.00	\$ 60.00	A 2
73 10 209 01 14 525 6110 003	2514 LESCHER OBOE	552 41811.03	1	\$ 437.50	\$ 437.50	A 2
73 10 209 01 14 525 6210 001	OVERHAUL CELLO	41811.03	1	\$ 60.00	\$ 60.00	A 2
73 10 209 01 14 525 6210 002	OVERHAUL BASS CLARINET	41811.03	1	\$ 66.00	\$ 66.00	A 2
73 10 209 01 14 525 6210 003	OVERHAUL BASSOON	41811.03	1	\$ 124.00	\$ 124.00	A 2
73 10 209 01 14 525 6210 004	MINOR REPAIRS BAND	41811.03	1	\$ 200.00	\$ 200.00	A 2
73 10 209 01 14 525 6210 005	MINOR REPAIRS ORCHESTRA	41811.03	1	\$ 50.00	\$ 50.00	A 2
* CCOURSE TOTAL * 525 *						
** DEPARTMENT TOTAL ** INST MUSIC *					\$ 2,134.50	
					\$ 16,724.15	

P R C P O S E U B L D G E T I T E M S

* PHYS. ED. 15 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	UNIT	NO. COS	UNIT COST	TOTAL COST	PAGE
UPDATE SEQUENCE NO.	ITEM DESCRIPTION		F.O.	UNITS	PGT.			034
YR PG CRG PG PA CRS EXPC SEQ								ACT
73 10 209 01 15 196 2110 001	0210 60 182 21133.00			8	\$	2,293.20	\$	133.46 A 5
* COURSE TOTAL * 196 * - - - - - \$ 183.46								
73 10 209 01 15 500 4110 001	1536 135 FEITCHING PCLE 12 FT		21433.00	2	100	\$	5.00	\$ 10.00 1
73 10 209 01 15 500 4110 002	1536 139NYLNSWIMTRUNKSGREENS24	154	70811.03	24	100	\$	2.00	\$ 48.00 1
73 10 209 01 15 500 4110 003	1284 137 MEASURING TAPE 100FT	981	21433.00	1	100	\$	12.25	\$ 12.25 1
73 10 209 01 15 500 4110 004	1284 137 DISCUS WCCD GILL	306	21433.00	1	100	\$	29.00	\$ 29.00 1
73 10 209 01 15 500 4110 005	1284 137 DISCUS RUBBER GILL	307	21433.00	1	100	\$	8.80	\$ 8.80 1
73 10 209 01 15 500 4110 006	1284 137 IRCN SHCT FLT 12#	331	21433.00	1	100	\$	6.50	\$ 6.50 1
73 10 209 01 15 500 4110 007	1284 137 T STAIRING BLOCK	415	21433.00	1	100	\$	21.95	\$ 21.95 1
73 10 209 01 15 500 4110 009	1284 UCM VAULTING STANDARC	717	21433.00	1	100	\$	69.50	\$ 69.50 1
73 10 209 01 15 500 4110 010	1284 137 VAULTING PCLE	SKYFCL	21433.00	1	100	\$	60.00	\$ 60.00 1
73 10 209 01 15 500 4110 011	1284 137 CROSS BAR GILL	515	21433.00	1	100	\$	9.35	\$ 9.35 1
73 10 209 01 15 500 4110 012	1536 136AQUA STAR FLUTTERBOARDS		21433.00	12	100	\$	2.50	\$ 30.00 1
73 10 209 01 15 500 4110 013	0864 135 FOOTBALLS RUBBER	CF7F	21433.00	6	100	\$	13.45	\$ 80.70 1
73 10 209 01 15 500 4110 016	5014 STANDARD LIST		21433.00	1	100	\$	485.00	\$ 485.00 1
73 10 209 01 15 500 4110 018	1715 139 CENTROL KEY MASTERS	V606	21433.00	36	100	\$	1.95	\$ 70.20 1
73 10 209 01 15 500 4110 019	1536 139NYLNSWIMTRUNKSGREENS28	154	21433.00	12	100	\$	2.00	\$ 24.00 2
73 10 209 01 15 500 4110 020	0936 163NYLNSWIM KELLY GREEN34	W103	21433.00	24	100	\$	7.95	\$ 190.80 2
73 10 209 01 15 500 4110 021	1536 139NYLNSWIMTRUNKSGREENS26	154	21433.00	24	100	\$	2.00	\$ 48.00 2
73 10 209 01 15 500 4110 022	0936 163NYLNSWIM FED SIZE 30	W103	21433.00	48	100	\$	7.95	\$ 381.60 2
73 10 209 01 15 500 4110 023	0936 163NYLNSWIM RYAL BLUE 28	W103	21433.00	12	100	\$	7.95	\$ 95.40 2
73 10 209 01 15 500 4110 024	0936 163NYLNSWIM GRAY SIZE 26	W103	21433.00	12	100	\$	7.95	\$ 95.40 2
73 10 209 01 15 500 4110 025	0936 163NYLNSWIM LIGHT BLUE 32	W103	21433.00	24	100	\$	7.95	\$ 190.80 2
73 10 209 01 15 500 6110 001	5014 STANDARD LIST		70811.03	1	100	\$	43.00	\$ 43.00 4
73 10 209 01 15 500 6110 002	1584 135LOCK BX22X72ASS3PERUNIT		41811.03	1	100	\$	250.00	\$ 250.00 2

P R C P O S E D B U C G E T I T E M S

* PHYS. ED. 15 *	INSTRUCTION	PROGRESS CITY JR. HIGH	DIST--3141	RUN NO. 005	FEBRUARY 24, 1972	PAGE 035
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.	UNITS	PCY.	UNIT COST	TOTAL COST
YR FD CRG PG PA CRS EXPC SEQ						ACT
73 10 209 01 15 500 621C 001	STCP WATCH REPAIR		41811.03	1	100 \$	25.00 \$
73 10 209 01 15 500 7110 005 0976	163 SFBL FIELD	143300	21459.00	1	100 \$	1.50 \$
73 10 209 01 15 500 7110 006 0976	163 SPTSHIP CD	143300	21459.00	1	100 \$	1.00 \$
73 10 209 01 15 500 7110 007 0976	163 TMMK KEYS	143300	21459.00	1	100 \$	1.50 \$
73 10 209 01 15 500 7110 008 0976	163 FITNESS	143300	21459.00	1	100 \$	2.00 \$
73 10 209 01 15 500 7110 009 0976	163 LKRM CK HA	143300	21459.00	1	100 \$	1.50 \$
73 10 209 01 15 500 7110 013 1899	163 CHEERLEADE	143300	21459.00	3	100 \$	1.50 \$
73 10 209 01 15 500 7110 014 1502	163 BA DAN	HYP 501A	21433.00	1	100 \$	5.55 \$
73 10 209 01 15 500 7110 015 1502	163 RHY RIX	HYP 31	21433.00	1	100 \$	11.95 \$
73 10 209 01 15 500 7110 016 0976	163 SC YOUR SETS#112	21433.00		1	100 \$	1.50 \$
73 10 209 01 15 500 7110 017 0976	163 CLCSING SCH #118	21433.00		1	100 \$	1.50 \$
73 10 209 01 15 500 7110 018 0976	163 BASKB SH W	143300	21459.00	1	100 \$	1.50 \$
73 10 209 01 15 500 7110 019 2513	163 SYN SW CHT #4	2 21433.00		1	100 \$	3.00 \$
73 10 209 01 15 500 7110 020 1899	163 CHEERLEADING CHT	21433.00		1	100 \$	1.00 \$
73 10 209 01 15 500 7110 021 0100	139HIGH BAR WALL MOUNTED	H8220	76811.03	1	100 \$	175.00 \$
* CCOURSE TOTAL * 500 * - - - - - \$ 2,458.65						
73 10 209 01 15 501 1130 001 139	W	BOYS PHY EC	21122.00		100 \$	13,450.00 \$
73 10 209 01 15 501 1130 002 114	G	BOYS PHY EC	21122.00		50 \$	11,520.00 \$
* CCOURSE TOTAL * 501 * - - - - - \$ 15,210.00						
73 10 209 01 15 510 1130 001 163	J	GIRLS PHY EC	21122.00		100 \$	11,055.00 \$
* CCOURSE TOTAL * 510 * - - - - - \$ 11,055.00						
** DEPARTMENT TOTAL ** PHYS. ED. * - - - - - \$ 32,947.11						

* LANG-ARTS 30 *		INSTRUCTION		PRCPDSED BUDGET ITEMS		FEBRUARY 24, 1972		PAGE 036	
UPDATE SEQUENCE NO.		PROGRESS CITY JR. HIGH		DIST--3141		UNIT CCST		TOTAL CCST	
YR FD ORG PG PA CRS EXPC SEQ		ITEM DESCRIPTION		F.O.		UNITS		PCT.	
73 10 209 01 30 001 2120 001	1584 133 R KIVE STORAGE BOXES	0210 10 175	21225.00	100 \$	367.50 \$	367.50 A 5			
73 10 209 01 30 001 2120 CC2	1584 167 ART KRAFT GRANGE	0210 40 175	21225.00	100 \$	1,470.00 \$	1,470.00 A 5			
73 10 209 01 30 001 4110 001	1584 133 R KIVE STORAGE BOXES	725	21424.00	3	1.40 \$	4.20 1			
73 10 209 01 30 001 4110 002	1584 167 ART KRAFT GRANGE	6710-7	21424.00	1	3.25 \$	3.25 1			
73 10 209 01 30 001 4110 003	1584 167 ART KRAFT FLAME RED	6703-7	21424.00	1	3.25 \$	3.25 1			
73 10 209 01 30 001 5170 001	2362 CPEN HIGHWAY TESTBOOK 7 02680-68	21454.00		12	3.30 \$	35.60 A 4			
73 10 209 01 30 001 5170 002	2362 CPEN HIGHWAY TESTBOOK 6 02698-68	21454.00		12	3.00 \$	36.00 A 4			
* CCOURSE TOTAL * 001 * - - - - - \$ 1,923.80									
73 10 209 01 30 103 1130 001	133 R LANG ARTS 7	21122.00		67 \$	5,975.00 \$	6,683.25 A 5			
73 10 209 01 30 103 1130 002	142 G LANG ARTS 7	21122.00		50 \$	7,200.00 \$	3,600.00 A 5			
73 10 209 01 30 103 4110 001	1584 133 BULLETIN BCARD PAPER	57128	21424.00	1	5.65 \$	5.65 1			
73 10 209 01 30 103 5110 001	1360 133 PBKS TC 8E SELECTED	21460.00		1	30.00 \$	30.00 1			
73 10 209 01 30 103 5120 001	2362 133 PCOLEY THRUST 01475-69	21459.00		10	4.25 \$	42.90 1			
73 10 209 01 30 103 5160 002	2356 142 SRA STL WCKKBCGKSL11A 3-3910	21437.00		75	.52 \$	39.00 1			
73 10 209 01 30 103 5420 CC1	0108 133 WEBSTER STU DICTICNA 21459.00			15	5.60 \$	84.00 C 4			
73 10 209 01 30 103 5420 002	0108 142 WEBSTER STU DICTICNA 21459.00			5	5.60 \$	28.00 D 4			
73 10 209 01 30 103 5460 001	2356 133 SRA RECD AC BCCK 111A 3-3910	21437.00		115	.52 \$	59.80 1			
* CCOURSE TOTAL * 103 * - - - - - \$ 10,572.60									
73 10 209 01 30 105 1130 001	133 R LANG ARTS	21122.00		33 \$	9,975.00 \$	3,291.75 A 5			
73 10 209 01 30 105 4110 001	1584 133 BULLETIN BCARD PAPER	57308	21424.00	1	5.65 \$	5.65 1			
73 10 209 01 30 105 5110 CC1	1360 133 PBKS TO 8E SELECTED	21460.00		1	20.00 \$	20.00 1			
73 10 209 01 30 105 5160 CC1	0122 142 YOU AND YOUR WORLD	21437.00		20	1.50 \$	30.00 1			
73 10 209 01 30 105 5160 002	2328 142 SCHOLAST IC SCOPE	21437.00		20	1.75 \$	35.00 1			
73 10 209 01 30 105 5160 003	2328 133 SCHOLAST IC SCCEP	21437.00		5	1.75 \$	8.75 1			

P R O P O S E D B U D G E T I T E M S

* LANG-ARTS 30 *
UPDATE SEQUENCE NO.
YR FO GRG PE PA CRS EXPC SEQ

PROGRESS CITY JR. HIGH
ITEM DESCRIPTION

DIST--3141
F.O.

RLN AC. 005
UNITS PCT.

FEBRUARY 24, 1972
UNIT CGST TOTAL CGST ACT

73 10 209 01 30 105 546C 001 2362	133 OPEN FIG HWAYS WRKBK 02678-68 21437.0C	10	100 \$	1.25 \$	12.90	1
73 10 209 01 30 105 546C 002 2356	133 SRA RECO RD BCKK 111A 3-3910 21437.0C	45	100 \$	.52 \$	23.40	1

* COURSE TOTAL * 105 * - - - - - \$ 3,427.45

73 10 209 01 30 203 1130 001 142	G LANG ARTS 8	21122.0C	17 \$	7,200.00 \$	1,224.00 A	5
73 10 209 01 30 203 1130 002 162	M LANG ARTS 8	21122.0C	100 \$	11,055.0C \$	11,055.00 A	5
73 10 209 01 30 203 5110 001 1360	162 P8KS TC BE SELECTED	21460.0C	1 10C \$	50.0C \$	50.0C	1
73 10 209 01 30 203 5120 001 2362	162 POOLEY COUNTERPOINT	21459.0C	10 100 \$	4.08 \$	40.80	1
73 10 209 01 30 203 5120 002 2328	162 SCHCLAST IC FRONTIERS UNIT	21459.0C	1 100 \$	60.00 \$	60.00	1
73 10 209 01 30 203 512C 0C3 2362	162 DUNNING FCCUS	21459.0C	10 100 \$	3.53 \$	35.30	1
73 10 209 01 30 203 5420 001 0108	142 WEBSTER STU DICTIONA 21459.0C	10 100 \$	5.60 \$	56.00	56.00	1
73 10 209 01 30 203 546C 001 2356	142 SKA SIL WRKRCCKS111A 3-3910 21437.0C	75 10C \$	.52 \$	35.00	35.00	1
73 10 209 01 30 203 546C 002 2356	162 SRA STUDENT RECORD 5376 21437.00	160 100 \$	.30 \$	48.00	48.00	1
73 10 209 01 30 203 546C 003 2362	162 TACTICS GR 8 4171-72 21437.00	40 100 \$	1.23 \$	49.20	49.20	1
73 10 209 01 30 203 549C 0C1 2356	162 SRA READING LAB 35375 21437.0C	1 100 \$	44.55 \$	44.55	44.55	1

* COURSE TOTAL * 203 * - - - - - \$ 12,705.85

73 10 209 01 30 205 113C 001 142	G LANG ARTS	21122.0C	33 \$	7,200.00 \$	2,376.00 A	5
73 10 209 01 30 205 516C 001 0122	142 YOU AND YOUR WCRLO	21437.00	20 100 \$	1.50 \$	30.00	1
73 10 209 01 30 205 516C 002 2328	142 SCHCLAST IC SCCPE	21437.0C	20 100 \$	1.75 \$	35.00	1
73 10 209 01 30 205 546C 001 2362	142 OPEN FIG HWAYS WRKBK 02679-68 21437.00	20 100 \$	1.25 \$	25.80	25.80	1

* COURSE TOTAL * 205 * - - - - - \$ 2,466.80

73 10 209 01 30 303 1130 001 167	LANG ARTS 9	21122.00	50 \$	7,930.00 \$	3,965.00 A	5
73 10 209 01 30 303 1130 002 140	C LANG ARTS 9	21122.0C	67 \$	12,875.0C \$	8,626.25 A	5
73 10 209 01 30 303 4110 0C1 1584	14C CUTTER BOX ROLL AZURE 57167 21424.0C	1 100 \$	3.90 \$	3.90	3.90	1
73 10 209 01 30 303 5110 001 2362	167 POULEY VANGUARD	21460.00	10 100 \$	5.28 \$	52.80 C	4

* LANG-ARTS 30 *				P R O P O S E D B L O G G E T I T E M S				FEBRUARY 24, 1972				PAGE 038									
UPDATE SEQUENCE NO.				PRGESS CITY JR. HIGH				DIST--3141				TOTAL COST									
YR FD ORG PG PA CRS EXPE SEQ				ITEM DESCRIPTION				F.O.				UNIT COST									
INSTRUCTION				167 PBKS TO BE SELECTED				UNITS				PCT.									
1360				21460.00				1				100 \$									
73	10	209	01	30	303	5110	002	1360	167	PBKS TO BE SELECTED	21460.00	1	100	\$	15.00	1					
73	10	209	01	30	303	5120	001	1312	140	MOORE SENT IMPROVE	237436 21459.00	15	100	\$	.59	1				
73	10	209	01	30	303	5120	002	2328	140	LIT UNIT DECIS	SL295 21459.00	1	100	\$	80.00	1					
73	10	209	01	30	303	5120	003	1668	140	POLLOCK ENGLISH SER 9	21250 21459.00	15	100	\$	3.59	1					
73	10	209	01	30	303	5120	004	1312	140	MOORE PARAGRAPH DEV	237430 21459.00	15	100	\$	.59	1				
73	10	209	01	30	303	5160	001	2422	140	EHRLICH INSTANT VOCAB	77126 21437.00	30	100	\$	.55	1				
73	10	209	01	30	303	5160	002	1641	140	ALLEN NEW DIMENS	B90110009 21437.00	30	100	\$	1.68	1					
73	10	209	01	30	303	5160	003	1641	140	ALLEN NEW DIM TE	B90113008 21437.00	1	100	\$	1.95	1					
73	10	209	01	30	303	5190	001	1292	140	SKILLS 80X030810116	21437.00	1	100	\$	59.57	1					
73	10	209	01	30	303	5190	002	2362	167	TACTICS	415361 21437.00	1	100	\$	85.33	1					
73	10	209	01	30	303	5450	001	0122	140	CUTLER THE ENGLISH LANGUAGE	21437.00	10	100	\$	.40	1				
* CCOURSE TOTAL * 303 * - - - - - \$ 13,062.65																					
73	10	209	01	30	305	1130	001	140	C LANG ARTS								21122.00	33	\$	12,875.00	5
73	10	209	01	30	305	5420	001	2362	140	BASIC RE AC SKLS H S	350458 21459.00	20	100	\$	1.48	1					
73	10	209	01	30	305	5460	001	2356	140	SKA STUC ENT RECORD	34810 21437.00	40	100	\$	.58	1				
73	10	209	01	30	305	5490	001	2356	140	READING LAB 3B	34800 21437.00	1	100	\$	74.95	1					
* CCOURSE TOTAL * 305 * - - - - - \$ 4,376.50																					
73	10	209	01	30	307	1130	001	167	SPEECH I								21122.00	17	\$	7,930.00	5
73	10	209	01	30	307	4110	001		167	SPEECH DRAMA SUPPLIES	21424.00	1	50	\$	150.00	1					
* CCOURSE TOTAL * 307 * - - - - - \$ 1,423.10																					
73	10	209	01	30	309	1130	001	167	DRAMA								21122.00	8	\$	7,930.00	5
73	10	209	01	30	309	4110	001			SPEECH DRAMA SUPPLIES	21424.00	1	50	\$	150.00	1					
73	10	209	01	30	309	5110	001	0694	167	TANNER BASIC DRAMA PRCT	21460.00	10	100	\$	4.00	1					
* CCOURSE TOTAL * 309 * - - - - - \$ 745.40																					

P R O P O S E D B U D G E T I T E M S									
* LANG.ARTS 30 *		INSTRUCTION		PROGRESS CITY JR. HIGH		DIST--3141		F.O.	
UPDATE SEQUENCE NO.				ITEM DESCRIPTION					
YR	FD	CRG	PG	PA	CRS	EXPC	SEQ	UNITS	PCT.
						FEBRUARY 24, 1972		TOTAL COST	
						UNIT CCST		ACT	
73	10	209	01	30	310	1130	001	167	
						REM READING	21122.00	25	\$
						167LANG MAST ER HEADPHONES 36407	21452.00	1	\$
73	10	209	01	30	310	5210	001	0868	
						167LANG MAST ER VCCAB 111012	21452.00	1	\$
73	10	209	01	30	310	5270	001	0868	
						167LANG MAST ER PHCNICS 3	21452.00	1	\$
73	10	209	01	30	310	5270	002	0868	
						167LANG MAST ER VCCAB 111011	21452.00	1	\$
73	10	209	01	30	310	5270	003	0868	
73	10	209	01	30	310	5270	004	0868	
						* COURSE TOTAL * 310 * - - - - -	\$	2,150.50	
						** DEPARTMENT TOTAL ** LANG.ARTS * - - - - -	\$	52,658.65	

PROPOSED BUDGET ITEMS

* SPEC. ED. 40 *	INSTRUCTION	PRGESS CITY JR. HIGH	ITEM DESCRIPTION	UNIT	NO. 005	FEBRUARY 24, 1972	PAGE 040
YR FD CRG PG PA CRS EXPC SEQ					PCT.	UNIT CCST	TOTAL COST ACT
73 10 209 01 40 181 1130 001 173		R	7TH GEN MUS		7	\$	901.25 A 5
* CCOURSE TOTAL * 181 *							
73 10 209 01 40 700 4180 001			172 UNFORESEEN SUPPLIES	1	100	\$	50.00 1
* CCOURSE TOTAL * 700 *							
73 10 209 01 40 702 5120 001 1112			172 LCDS OF THINGS BOOK1 24437.00	1	100	\$	1.50 A 4
73 10 209 01 40 702 5120 002 1112			172 LCDS OF THINGS BOOK2 24437.00	1	100	\$	1.50 A 4
73 10 209 01 40 702 5120 003 2246			172 TRENKLE YOU S2091 24437.00	1	100	\$	4.75 A 4
73 10 209 01 40 702 5160 001 0122			172 MAP SKIL LS FCR TODAY GR4 241 24437.00	15	100	\$	.25 A 4
73 10 209 01 40 702 5160 002 0122			172 MAP SKIL LS FCR TODAY GR5 251 24437.00	15	100	\$	.25 A 4
73 10 209 01 40 702 5160 003 1022			155 KNOW YOUR WORLD 24437.00	16	100	\$	1.50 A 4
73 10 209 01 40 702 5160 004 2246			176 TRENKLE YOU WCKBOCK S2092 24437.00	1	100	\$	1.50 A 4
* CCOURSE TOTAL * 702 *							
73 10 209 01 40 703 4110 001 1584 155 PRIMARY RULER			R120. 24437.00	1	100	\$	.73 A 4
73 10 209 01 40 703 4110 002 1584 155 PRIMARY RULER			R130 24437.00	1	100	\$	.72 A 4
73 10 209 01 40 703 4110 003 1584 155 PRIMARY RULER			R130 24437.00	1	100	\$	.72 A 4
73 10 209 01 40 703 5190 001 1126 155			FIGURE IT OUT 1913 24437.00	2	100	\$	2.56 A 4
73 10 209 01 40 703 5190 002 0609 155			MAS DR TES G2 322422 24437.00	1	100	\$	3.00 A 4
73 10 209 01 40 703 5190 003 0762 155			ACS & YOU GRADE 3 24437.00	20	100	\$	8.40 A 4
73 10 209 01 40 703 5190 004 1644 155			BK2 ADD PG 070618542 24437.00	1	100	\$	1.29 A 4
* CCOURSE TOTAL * 703 *							
73 10 209 01 40 711 4110 001			MECH DRAWING SUPPLY LIST	1	100	\$	23.55 1
73 10 209 01 40 711 4110 002			WCCDS SUPPLY LIST	1	100	\$	48.95 1
73 10 209 01 40 711 4110 003			ELECTRICITY STAND LIST	1	100	\$	9.80 1

P R O P O S E D B U D G E T I T E M S

* SPEC. ED. 40 *
UPDATE SEQUENCE NO.
YR FD ORG PG PA CRS EXPC SEQINSTRUCTION
PRCGRESS CITY JR. HIGH
ITEM DESCRIPTIONCIST--3141
F.O.RUN NO. 005
UNITS PCT.FEBRUARY 24, 1972
UNIT CCST TOTAL COST ACT

73 10 209 01 40 711 411C CG4 METALS SUPPLY LIST

73 10 209 01 40 711 6110 001 2372 16C SCLDER IRCN 200 W

* CCURSE TOTAL * 711 * - - - - - \$ 128.80

73 10 209 01 40 730 5170 001 0609 155 MASTERY DRETE 322423 24437.00

73 10 209 01 40 730 5170 002 0609 155 MASTERY DRETE 322423 24437.00

73 10 209 01 40 730 5190 001 0609 155 2 ENG EX GR4 322550 24437.00

73 10 209 01 40 730 5190 002 0609 155 1 ENG EX GR4 322550 24437.00

* CCURSE TOTAL * 730 * - - - - - \$ 12.50

73 10 209 01 40 731 5120 001 1126 155 INSTRUCTORS BK 1514 24437.00

73 10 209 01 40 731 5160 001 2496 155 AMONG FRIENDS WK 883 24437.00

73 10 209 01 40 731 5160 002 2496 155 GFF TC WORK WK AAA3 24437.00

73 10 209 01 40 731 5190 001 0609 155 155 5 GR LANG DR 322265 24437.00

* CCURSE TOTAL * 731 * - - - - - \$ 24.25

** DEPARTMENT TOTAL ** SPEC. ED. * - - - - - \$ 1,174.97

*** PROGRAM TOTAL *** INSTRUCTION - - - - - \$ 422,255.99

P R C P O S E D B L D G E T I T E M S									
* PU-PERS.SV 01 *		SFP. IASTR.		PRGESS CITY JR. HIGH		CIST--3141		RUN NC. CCS	
UPDATE SEQUENCE NO.				ITEM DESCRIPTION		F.O.		UNITS PCT.	
YR	FD	CRG	PG	PA	CRS	EXPC	SEC	UNIT COST	TOTAL COST
73	10	209	02	01	250	5120	001	1634	
SUBS FCCUS ON GUID 21450.00 1 100 \$ 10.50 \$ 10.50 A 2									
73	10	209	02	01	250	5120	002	2356	
SUBS SRA SERVICES 21450.00 1 100 \$ 45.00 \$ 45.00 A 2									
73	10	209	02	01	250	5120	003	0680	
CHRON 3IN1 GUID 21450.00 1 100 \$ 55.62 \$ 55.62 A 2									
* CCOURSE TOTAL * 250 * - - - - - \$ 111.12									
73	10	209	02	01	350	5120	001	1366	
CASET PH : FO PAK 21452.00 1 100 \$ 60.00 \$ 60.00 A 2									
* CCOURSE TOTAL * 350 * - - - - - \$ 60.00									
73	10	209	02	01	500	4130	001	1584	
1584 136FADL 88OARC PAPER 48W 057028 21450.00 1 100 \$ 5.65 \$ 5.65 A 2									
73	10	209	02	01	500	4130	002	1584	
1584 136FADL 88GARC PAPER 48W 057268 21450.00 1 100 \$ 5.65 \$ 5.65 A 2									
73	10	209	02	01	500	4130	003	1584	
1584 136YELLOW EMPCS TAPE 038X12 21450.00 3 100 \$ 1.15 \$ 3.45 A 2									
73	10	209	02	01	500	4130	004	1584	
1584 136FADL 88CARC PAPER 48W 057018 21450.00 1 100 \$ 5.65 \$ 5.65 A 2									
73	10	209	02	01	500	4130	005	584	
136 REPRO PENS BLACK 002 CR64XF 21450.00 1 100 \$ 4.20 \$ 4.20 A 2									
73	10	209	02	01	500	4130	006	1584	
136 REPRO PENS RED 002 CR64XF 21450.00 1 100 \$ 4.20 \$ 4.20 A 2									
73	10	209	02	01	500	4130	007	1584	
136RED EMPCS TAPE 038X12 21450.00 3 100 \$ 1.15 \$ 3.45 A 2									
73	10	209	02	01	500	4130	008	1584	
136GREEN EMPCS TAPE 014X12 21450.00 3 100 \$.58 \$ 1.74 A 2									
73	10	209	02	01	500	4130	009	1584	
165 TAPEASER CCRRECT TAPE 0031EC 21450.00 2 100 \$.58 \$ 1.16 A 2									
73	10	209	02	01	500	5120	001	2538	
CCC OUTLOOK HANC8CCK 21459.00 2 100 \$ 4.55 \$ 9.10 A 2									
73	10	209	02	01	500	5120	002	2356	
EXPLCRATLANKITC52100 21450.00 1 100 \$ 107.50 \$ 107.50 A 2									
73	10	209	02	01	500	5120	003	1112	
CCC GUID UNIT 48 21450.00 1 100 \$ 39.50 \$ 39.50 A 2									
73	10	209	02	01	500	5120	004	1112	
FIND YOUR JOB UNIT18 21450.00 1 100 \$ 22.50 \$ 22.50 A 2									
73	10	209	02	01	500	5120	005	1546	
169 W JONES HCOVER NOTEBK15814G 21450.00 10 100 \$ 20.00 \$ 20.00 A 2									
73	10	209	02	01	500	5150	001	1112	
HELPSLFT T0JOB PART3 21450.00 1 100 \$ 1.50 \$ 1.50 A 2									
73	10	209	02	01	500	5150	002	1112	
HELPSLFT TCJGB PART1 21450.00 1 100 \$ 1.50 \$ 1.50 A 2									
73	10	209	02	01	500	5150	003	1112	
HELPSLFT TCJGB PART2 21450.00 1 100 \$ 1.50 \$ 1.50 A 2									
73	10	209	02	01	500	5160	001	1112	
FIND YOUR JOB WCRKBK 21450.00 1 100 \$ 1.50 \$ 1.50 A 2									
* CCOURSE TOTAL * 500 * - - - - - \$ 242.55									
** CCOURSE TOTAL ** PL-PERS.SV * - - - - - \$ 413.67									

ED. TECH. 02 * SUP. INSTR. PROGRESS CITY JR. HIGH DIST--3141 RUN NC. 005 FEBRUARY 24, 1972 PAGE C45
UPDATE SEQUENCE NO. ITEM DESCRIPTION F.O. UNITS PCT. UNIT COST TOTAL COST ACT
YR FD CRG PG PA CRS EXPD SEQ

73 10 209 02 02 304 7110 001 FURNITURE 7C811.03 1 100 \$ 80.00 \$ 80.00 1

* COURSE TOTAL * 304 * - - - - - \$ 80.00

73 10 209 02 02 314 7110 001 FURNITURE 7C811.03 1 100 \$ 55.00 \$ 55.00 1

* COURSE TOTAL * 314 * - - - - - \$ 55.00

73 10 209 02 02 340 4120 001 AUDIO VISUAL SUPPLIES STD 21452.00 1 100 \$ 54.45 \$ 54.45 1

73 10 209 02 02 340 712C 001 AUDIO VISUAL EQUIPMENT STD 7C811.03 1 100 \$ 45.00 \$ 45.00 1

* COURSE TOTAL * 340 * - - - - - \$ 99.45

73 10 209 02 02 400 4120 001 1812 DYP 600QGTTP 21452.00 20 100 \$ 8.90 \$ 178.00 1

73 10 209 02 02 400 4120 002 1812 CZX 5001CF1 21452.00 10 100 \$ 5.75 \$ 57.50 1

73 10 209 02 02 400 4120 003 1812 DYU 600QGTTP3 21452.00 20 100 \$ 9.50 \$ 190.00 1

73 10 209 02 02 400 4120 004 1812 DJA 150Y12TFR4 21452.00 10 100 \$ 4.95 \$ 49.50 1

73 10 209 02 02 400 7120 001 1812 SLIDE FILM PROJECTOR 750C 7C811.03 2 100 \$ 144.80 \$ 289.60 1

73 10 209 02 02 400 7120 002 AUDIC VISUAL EQUIPMENT STD 7C811.03 1 100 \$ 1,315.00 \$ 1,315.00 D 4

73 10 209 02 02 400 712C 003 0880 147VIEW MASTER PROJECTOR 536360 7C811.03 1 100 \$ 29.50 \$ 29.50 A 2

73 10 209 02 02 400 7120 004 0880 147PRERIEWER JR 536302 7C811.03 5 100 \$ 22.95 \$ 114.75 A 2

73 10 209 02 02 400 7120 005 1588 147CASSETTE FLAYBACK TPC201 7C811.03 1 100 \$ 29.95 \$ 29.95 A 2

73 10 209 02 02 400 7120 006 1588 147CASSETTE RECORDER 150 7C811.03 1 100 \$ 54.95 \$ 54.95 A 2

73 10 209 02 02 400 7120 007 1588 147CASSETTE AV MATIC 28A11 7C811.03 1 100 \$ 275.00 \$ 275.00 A 2

* COURSE TOTAL * 400 * - - - - - \$ 2,583.75

** DEPARTMENT TOTAL ** FJ.TECH. - - - - - \$ 24,388.59

[illegible]

* ATHLETICS 04 * SUP. INSTR.
UPDATE SEQUENCE NO.
YR FD CRG PG PA CRS EXPC SEQ

PRGRESS CITY JR. HIGH	CIST--3141
ITEM DESCRIPTION	F.O.

FEBRUARY 24, 1972	PAGE	C46
UNIT CCST	TOTAL COST	ACT

73 10 209 02 04 100 1270 CC1 139	ATH	COORD	21122.02	\$	150.00	\$	150.00 A 5
* CCOURSE TOTAL * 100 * - - - - -				\$	150.00		
73 10 209 02 04 101 1270 001 133	R	FOOTBALL	21122.02	\$	500.00	\$	500.00 A 5
73 10 209 02 04 101 1270 002 161	M	FOOTBALL	21122.02	\$	400.00	\$	400.00 A 5
73 10 209 02 04 101 1270 003 137	J	FOOTBALL	21122.02	\$	500.00	\$	500.00 A 5
73 10 209 02 04 101 1270 004 171	R	FOOTBALL	21122.02	\$	400.00	\$	400.00 A 5
73 10 209 02 04 101 4180 001 0864 137	ZIPPER CARRYALL	BAG	XG88	21433.00	2	100 \$	6.55 \$
73 10 209 02 04 101 4180 002 0590 137	WCCD PLANK 2 X12 X1			21433.00	7	100 \$	5.00 \$
73 10 209 02 04 101 7110 001 0641	JERSEYS		PP63	7C811.03	17	100 \$	5.00 \$
73 10 209 02 04 101 7110 002 1284	HELMETS		BIG H	7C811.03	6	100 \$	11.00 \$
73 10 209 02 04 101 7110 003 1284	SHOULDER PADS		BIG H	7C811.03	12	100 \$	11.00 \$
73 10 209 02 04 101 7110 004 1284	HELMET STRAPS	ADAMS	300CD	7C811.03	12	100 \$	.85 \$
73 10 209 02 04 101 7110 005 1284	RIB PADS		ADAMS	7C811.03	6	100 \$	10.00 \$
73 10 209 02 04 101 7110 006 0284	ELBOW PADS	WILSON	E1310	7C811.03	6	100 \$	2.00 \$
73 10 209 02 04 101 7110 007 0864	PANTS		SK1C3	7C811.03	12	100 \$	5.00 \$
73 10 209 02 04 101 7110 008 0864	GIRDLES		DECKER	7C811.03	24	100 \$	9.00 \$
73 10 209 02 04 101 7110 009 1284	SHOES		ADDIAS	7C811.03	12	100 \$	10.00 \$
73 10 209 02 04 101 7110 010 1284	SHOE LACES	WHITE		7C811.03	48	100 \$	.15 \$
73 10 209 02 04 101 7110 011 1284	UPRIGHT DUMMIES		PREMIE	70811.03	5	100 \$	24.00 \$
73 10 209 02 04 101 7110 012 1284	HAND PADS	RIDGELL	PL501	7C811.03	3	100 \$	3.50 \$
73 10 209 02 04 101 7110 013 1284	FOOARM PADS		PL501	7C811.03	6	100 \$	3.00 \$
73 10 209 02 04 101 7110 014 1284	HELMET T BARS		WILSON	7C811.03	18	100 \$	1.25 \$
* CCOURSE TOTAL * 101 * - - - - -				\$	2,808.30		
73 10 209 02 04 102 1270 001 137	J	BASKETBALL	21122.02	\$	300.00	\$	300.00 A 5

* CCURSE TOTAL	* 101	* - - - - -	\$ 2,808.30
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P R C P O S E D B U D G E T I T E M S									
* ATHLETICS 04 *		SUP. INSTR.		PROGRESS CITY JR. HIGH		DIST--3141		RUN AC. 005	
UPDATE SEQUENCE NO.				ITEM DESCRIPTION		F.O.		UNITS	
YR	FD	GRG	PG	PA	CRS	EXPC	SEQ	UNIT CCST	TOTAL COST
ACT									
73	10	209	02	04	102	1270	002	153	
73	10	209	02	04	102	1270	003	171	
* CCOURSE TOTAL * 102 * - - - - - \$ 1,300.00									
73	10	209	02	04	103	1270	001	611	
73	10	209	02	04	103	1270	002	616	
73	10	209	02	04	103	1270	003	597	
73	10	209	02	04	103	7110	001	0642	
73	10	209	02	04	103	7110	002	0642	
* CCOURSE TOTAL * 103 * - - - - - \$ 1,305.00									
73	10	209	02	04	104	1270	001	161	
* CCOURSE TOTAL * 104 * - - - - - \$ 300.00									
73	10	209	02	04	107	1270	001	611	
73	10	209	02	04	107	1270	002	133	
73	10	209	02	04	107	1270	003	137	
73	10	209	02	04	107	7110	001	1284	
73	10	209	02	04	107	7110	002	1284	
* CCOURSE TOTAL * 107 * - - - - - \$ 1,270.70									
73	10	209	02	04	111	1260	001	139	
* CCOURSE TOTAL * 111 * - - - - - \$ 150.00									
73	10	209	02	04	211	1260	001	163	
* CCOURSE TOTAL * 211 * - - - - - \$ 150.00									
** DEPARTMENT TOTAL ** ATHLETICS * - - - - - \$ 7,424.00									

FEBRUARY 24, 1972			
UNIT CCST	TOTAL COST	PAGE	ACT
\$ 500.00	\$ 500.00	A 5	
\$ 500.00	\$ 500.00	A 5	
\$ 300.00	\$ 300.00	A 5	
\$ 400.00	\$ 400.00	A 5	
\$ 500.00	\$ 500.00	A 5	
\$ 3.75	\$ 45.00	1	
\$ 5.00	\$ 60.00	1	
\$ 300.00	\$ 300.00	A 5	
\$ 300.00	\$ 300.00	A 5	
\$ 400.00	\$ 400.00	A 5	
\$ 400.00	\$ 400.00	A 5	
\$ 5.50	\$ 99.00	1	
\$ 11.55	\$ 71.70	1	
\$ 150.00	\$ 150.00	A 5	
\$ 150.00	\$ 150.00	A 5	

EX-CURR. 05 *		SUP- INSTR.		PRCPOSED BUDGET ITEMS		FEBRUARY 24, 1972		PAGE 048	
UPDATE SEQUENCE NO.		PROGRESS CITY JR. HIGH		DIST--3141		UNIT CCST		TOTAL COST	
YR FD CRG PG PA CRS EXPC SEQ		ITEM DESCRIPTION		F.O.		PCT.		ACT	
73	10	209	02	05	001	1260	001	167	
* CCOURSE TOTAL * 001		SPEECH DRAMA		00000.00		100		250.00 A 5	
73	10	209	02	05	021	5120	001	2615	
* CCOURSE TOTAL * 001		THE PRINT		21459.00		100		7.95 A 4	
73	10	209	02	05	021	5120	002	2615	
* CCOURSE TOTAL * 001		PHOTOGRAPHERS HNDK		21459.00		100		7.95 A 4	
73	10	209	02	05	021	5120	003	2615	
* CCOURSE TOTAL * 001		PHOTO-JOURNALISM		21459.00		100		7.95 A 4	
73	10	209	02	05	021	5120	004	2615	
* CCOURSE TOTAL * 001		THE CAMERA		21459.00		100		7.95 A 4	
73	10	205	02	05	025	1260	001	163	
* CCOURSE TOTAL * 025		J CHEERLEADING		21122.02		100		100.00 A 5	
** DEPARTMENT TOTAL ** EX-CURR.				381.80					

13 *		SUP. INSTR.		PROGRESS CITY JR. HIGH		P R C P O S E D B U D G E T I T E M S		FEBRUARY 24, 1972		PAGE C49			
UPDATE SEQUENCE NO.				ITEM DESCRIPTION				UNIT CCST		TOTAL CCST ACT			
YR	FD	CRG	PG	PA	CRS	EXPC	SEQ	DIST--3141 F.O.	UNITS	NC. CC5 PCT.			
73	10	209	02	13	531	711C	001	1974 TCTE A TUNE	7C811.03	4	100 \$	21.50 \$	86.00 A 5
73	10	209	02	13	531	7110	0C2	2809 AUTGHARP ELECT PICKUP	ME6442 7C811.03	1	100 \$	18.95 \$	18.95 A 5
* CCURSE TOTAL * 531 * - - - - - \$								104.95					
** DEPARTMENT TOTAL **								104.95					
*** PROGRAM TOTAL *** SUP. INSTR. - - - - - \$								32,723.01					

* PRINCIPAL 40 *				P R C P O S E D B U D G E T I T E M S				FEBRUARY 24, 1972				PAGE 050					
UPDATE SEQUENCE NO.				PROGRESS CITY JR. HIGH				DIST--3141				RUN NO. 005		TOTAL COST			
YR FD GRG PG PA CRS EXPC SEQ				ITEM DESCRIPTION				F.O.				UNITS PCT.					
73	10	209	03	40	901	1350	001	130	H	PRINCIPAL	21114.00	12	\$	19,200.00	\$	2,304.00	A 5
73	10	209	03	40	901	1360	001	174	M	ASSOC PRINCI	21114.00	20	\$	15,800.00	\$	3,160.00	A 5
* CCOURSE TOTAL * 901 * - - - - - \$ 5,464.00																	
73	10	209	03	40	902	1350	001	130	H	PRINCIPAL	21114.00	10	\$	19,200.00	\$	1,920.00	A 5
73	10	209	03	40	902	1360	001	174	M	ASSOC PRINCI	21114.00	4	\$	15,800.00	\$	632.00	A 5
* CCOURSE TOTAL * 902 * - - - - - \$ 2,552.00																	
73	10	209	03	40	903	1350	001	130	H	PRINCIPAL	21114.00	6	\$	19,200.00	\$	1,152.00	A 5
73	10	209	03	40	903	1360	001	174	M	ASSOC PRINCI	21114.00	10	\$	15,800.00	\$	1,580.00	A 5
* CCOURSE TOTAL * 903 * - - - - - \$ 2,732.00																	
73	10	209	03	40	911	1350	001	130	H	PRINCIPAL	21114.00	3	\$	19,200.00	\$	576.00	A 5
73	10	209	03	40	911	1360	001	174	M	ASSOC PRINCI	21114.00	5	\$	15,800.00	\$	790.00	A 5
* CCOURSE TOTAL * 911 * - - - - - \$ 1,366.00																	
73	10	209	03	40	912	1350	001	130	H	PRINCIPAL	21114.00	3	\$	19,200.00	\$	576.00	A 5
73	10	209	03	40	912	1360	001	174	M	ASSOC PRINCI	21114.00	15	\$	15,800.00	\$	2,376.00	A 5
* CCOURSE TOTAL * 912 * - - - - - \$ 2,946.00																	
73	10	209	03	40	913	1350	001	130	H	PRINCIPAL	21114.00	3	\$	19,200.00	\$	576.00	A 5
73	10	209	03	40	913	1360	001	174	M	ASSOC PRINCI	21114.00	5	\$	15,800.00	\$	790.00	A 5
* CCOURSE TOTAL * 913 * - - - - - \$ 1,366.00																	
73	10	209	03	40	931	1350	001	130	M	PRINCIPAL	21114.00	7	\$	19,200.00	\$	1,344.00	A 5
* CCOURSE TOTAL * 931 * - - - - - \$ 1,344.00																	
73	10	209	03	40	932	1350	001	130	M	PRINCIPAL	21114.00	3	\$	19,200.00	\$	576.00	A 5
* CCOURSE TOTAL * 932 * - - - - - \$ 576.00																	

P R C P O S E D B U D G E T I T E M S																		
PRINCIPAL 40 *		ADMINISTRAT.		PROGRESS CITY JR. HIGH		DIST--3141		RUN NC. 005		FEBRUARY 24, 1972		PAGE C51						
UPDATE SEQUENCE NO.				ITEM DESCRIPTION		F.O.		UNITS		UNIT CCST		TOTAL COST ACT						
YR FD CRG PG PA CRS EXPC SEQ																		
73	10	209	03	40	934	135C	001	130	H	PRINCIPAL	21114.00	1	\$	19,200.00	\$	192.00	A	5
* CCURSE TOTAL * 534 * - - - - - \$ 192.00																		
73	10	209	03	40	935	135C	001	130	H	PRINCIPAL	21114.00	3	\$	19,200.00	\$	576.00	A	5
* CCURSE TOTAL * 935 * - - - - - \$ 576.00																		
73	10	209	03	40	951	1350	001	130	H	PRINCIPAL	21114.00	5	\$	19,200.00	\$	960.00	A	5
73	10	209	03	40	951	136C	001	174	M	ASSCC PRINCI	21114.00	4	\$	15,800.00	\$	632.00	A	5
* CCURSE TOTAL * 551 * - - - - - \$ 1,552.00																		
73	10	209	03	40	952	1350	001	130	H	PRINCIPAL	21114.00	3	\$	19,200.00	\$	576.00	A	5
10	209	03	40	952	136C	001	174	M	ASSCC PRINCI	21114.00	1	\$	15,800.00	\$	158.00	A	5	
* CCURSE TOTAL * 952 * - - - - - \$ 734.00																		
10	209	03	40	953	135C	001	130	H	PRINCIPAL	21114.00	1	\$	19,200.00	\$	192.00	A	5	
10	209	03	40	953	136C	001	174	M	ASSCC PRINCI	21114.00	2	\$	15,800.00	\$	316.00	A	5	
* CCURSE TOTAL * 953 * - - - - - \$ 508.00																		
10	209	03	40	961	1350	001	130	H	PRINCIPAL	21114.00	1	\$	19,200.00	\$	192.00	A	5	
10	209	03	40	961	136C	001	174	M	ASSCC PRINCI	21114.00	2	\$	15,800.00	\$	316.00	A	5	
* CCURSE TOTAL * 961 * - - - - - \$ 508.00																		
3	10	209	03	40	962	1350	001	130	H	PRINCIPAL	21114.00	5	\$	19,200.00	\$	960.00	A	5
* CCURSE TOTAL * 962 * - - - - - \$ 560.00																		
3	10	209	03	40	963	1350	001	130	H	PRINCIPAL	21114.00	2	\$	19,200.00	\$	384.00	A	5
73	10	209	03	40	963	136C	001	174	M	ASSCC PRINCI	21114.00	3	\$	15,800.00	\$	474.00	A	5
* CCURSE TOTAL * 963 * - - - - - \$ 858.00																		

P R O P O S E D B U D G E T I T E M S

* PRINCIPAL 40 *	ADMINISTRAT.	PROGRESS CITY JR. HIGH	DIST--3141	UNITS	ACT	PAGE	CS2
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.	ACT	UNIT COST	TOTAL COST	ACT	
YR FD CRG PG PA CRS EXPE SEC							
73 10 209 03 40 964 1350 001 130	I	PRINCIPAL	21114.00	2	\$ 19,200.00	\$	384.00 A 5
73 10 209 03 40 964 1360 001 174		ASCC PRINCI	21114.00	3	\$ 15,800.00	\$	474.00 A 5
* CCURSE TOTAL * 964 *			\$ 858.00				
73 10 209 03 40 981 1350 001 130	H	PRINCIPAL	21114.00	15	\$ 19,200.00	\$	2,880.00 A 5
73 10 209 03 40 981 1360 001 174	M	ASCC PRINCI	21114.00	20	\$ 15,800.00	\$	3,160.00 A 5
* CCURSE TOTAL * 981 *			\$ 6,040.00				
73 10 209 03 40 982 1350 001 130	H	PRINCIPAL	21114.00	1	\$ 19,200.00	\$	192.00 A 5
73 10 209 03 40 982 1360 001 174	M	ASCC PRINCI	21114.00	4	\$ 15,800.00	\$	632.00 A 5
* CCURSE TOTAL * 982 *			\$ 824.00				
73 10 209 03 40 983 1350 001 130	H	PRINCIPAL	21114.00	1	\$ 19,200.00	\$	192.00 A 5
* CCURSE TOTAL * 983 *			\$ 192.00				
73 10 209 03 40 984 1350 001 130	H	PRINCIPAL	21114.00	10	\$ 19,200.00	\$	1,920.00 A 5
* CCURSE TOTAL * 984 *			\$ 1,920.00				
73 10 209 03 40 986 1350 001 130	H	PRINCIPAL	21114.00	2	\$ 19,200.00	\$	384.00 A 5
* CCURSE TOTAL * 986 *			\$ 384.00				
73 10 209 03 40 987 1350 001 130	H	PRINCIPAL	21114.00	1	\$ 19,200.00	\$	192.00 A 5
* CCURSE TOTAL * 987 *			\$ 192.00				
73 10 209 03 40 989 1360 001 174	M	ASCC PRINCI	21114.00	2	\$ 15,800.00	\$	316.00 A 5
* CCURSE TOTAL * 989 *			\$ 316.00				
** DEPARTMENT TOTAL ** PRINCIPAL *			\$ 35,000.00				

P R C P O S E D B L D G E T I T E M S

* SCH.OFFICE 50 *	ADMINISTRAT.	PROGRESS CITY JR. HIGH	CIST--3141	RUN NO.	OC5	PAGE	CS3
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.	UNITS	PCT.	UNIT CCST	TOTAL COST	ACT
YR FD CRG PG PA CRS EXPC SEQ							
73 10 209 03 50 943 4130 001	1584 130 EMB TAPE 2R 2G 2BLK	12X12	21598.00	6	100 \$	1.50 \$	5.00 1
73 10 209 03 50 543 4130 002	1584 130 FHCNE CALL SLIP	161	21598.00	10	100 \$	.25 \$	2.50 1
73 10 209 03 50 943 4130 003	1584 130 LEGAL PAD	3155	21598.00	36	100 \$	.17 \$	6.12 1
73 10 209 03 50 943 4130 004	5021 130 PRINTED FCRRWS CCMMERC		21598.00	1	100 \$	282.00 \$	.92.00 1
73 10 209 03 50 943 4130 005	1754 130 PEN 88LK 6R 5G 58LU	2900	21598.00	2	100 \$	4.80 \$	9.60 1
73 10 209 03 50 943 4130 006	1754 130 SCH YR CALENOAR		21598.00	6	100 \$	1.50 \$	9.00 1
73 10 209 03 50 943 4130 007	1754 130 VEL PENCIL 2BLK 1R	120	21598.00	3	100 \$	3.24 \$	9.72 1
73 10 209 03 50 943 4130 008	1584 130 SCISSORS	113 C8	21598.00	1	100 \$	1.70 \$	1.70 1
73 10 209 03 50 943 4130 009	1584 130 SPEED LETTER FORM	4 48 502	21598.00	5	100 \$	2.05 \$	10.25 1
73 10 209 03 50 943 4130 010	5021 130 PRINTED FCRRWS SCHGOLOP		21598.00	1	100 \$	60.00 \$	60.00 1
73 10 209 03 50 943 8010 001	2108 130 PGSTAGE		21598.00	1	100 \$	200.00 \$	200.00 1
73 10 209 03 50 943 9300 001	130 OFFICE CCNTINGENCY		21599.00	1	100 \$	350.00 \$	350.00 1
* COURSE TOTAL * 943 *	----- \$	549.89					
73 10 209 03 50 949 5410 001	130 CLASSROOM REBINDS		21460.00	150	100 \$	2.00 \$	300.00 1
* COURSE TOTAL * 949 *	----- \$	300.00					
73 10 209 03 50 951 5150 001	1862 130 ENVIR CRIS LITTS	382	21452.00	1	100 \$	1.50 \$	1.50 1
73 10 209 03 50 951 5150 002	1862 130 ENV ED IN PUB SCH	435	21452.00	1	100 \$	1.50 \$	1.50 1
73 10 209 03 50 951 5150 003	1862 130 MAN & HIS ENV BKLT	246	21452.00	1	100 \$	1.75 \$	1.75 1
73 10 209 03 50 951 5240 001	1862 130 MAN & HIS ENVIR FS	388	21452.00	1	100 \$	17.00 \$	17.00 1
73 10 209 03 50 951 5240 002	1862 130 ENVIRONMENTAL CRIS	388	21452.00	1	100 \$	15.00 \$	15.00 1
* COURSE TOTAL * 951 *	----- \$	36.75					
73 10 209 03 50 953 4180 001	130 REFRESH ASSOC SCH ACT		21598.00	1	100 \$	150.00 \$	150.00 1
* COURSE TOTAL * 953 *	----- \$	150.00					

* SCH-OFFICE 50 *
UPDATE SEQUENCE NO.
YR FD CRG PG PA CRS EXPC SEQ

P R C P O S E D E L C G E T I T E M S

ADMINISTRAT.
ITEM DESCRIPTION

PROGRESS CITY JR. HIGH
CIST--3141
F.O.

RLN NO. 005
UNITS
PCT.

FEBRUARY 24, 1972
UNIT CCST
TOTAL COST
PAGE C54
ACT

73 10 209 03 50 982 4130 001	1546 130 ACCM REGISTER 250 NAME	51 R1	21558.00	3	100 %	1.55 \$	4.65	1
* CCURSE TOTAL * 982 * - - - - - \$ 4.65								
73 10 209 03 50 990 2310 001	P		21119.00		100 %	3,169.74 \$	3,169.74 A 5	
73 10 209 03 50 990 2310 002			21119.00		100 %	4,042.50 \$	4,042.50 A 5	
73 10 209 03 50 990 4130 001	5000 FASTENERS, 3/4", BRASS, 10	203522	20439.00	11	100 %	.40 \$	4.40	1
73 10 209 03 50 990 4130 002	5000 FASTENERS, 1/2", BRASS, 10	203822	20439.00	7	100 %	.35 \$	2.45	1
73 10 209 03 50 990 4130 003	5000 FASTENERS, 1", 10C/BCX, BR	204022	20439.00	5	100 %	.50 \$	2.50	1
73 10 209 03 50 990 4130 004	5000 STAPLERS, SWINGLINE #27	205222	20439.00	8	100 %	3.50 \$	28.00	1
73 10 209 03 50 990 4130 005	5000 MAGIC MARKER, BROWN, #65,	205422	20439.00	36	100 %	.50 \$	18.00	1
73 10 209 03 50 990 4130 006	5000 MUSCILAGE, 1 CZ., LEFAGE'S	205522	20439.00	45	100 %	.15 \$	6.75	1
73 10 209 03 50 990 4130 007	5000 MAGIC MARKER, RED, #65, RE	205422	20439.00	66	100 %	.50 \$	33.00	1
73 10 209 03 50 990 4130 008	5000 STAPLES, ELECTRIC, SWINGLI	205322	20439.00	2	100 %	2.00 \$	4.00	1
73 10 209 03 50 990 4130 009	5000 MAGIC MARKER, BLUE, #65, R	205422	20439.00	57	100 %	.50 \$	28.50	1
73 10 209 03 50 990 4130 010	5000 MAGIC MARKER, GREEN, #65,	205422	20439.00	67	100 %	.50 \$	33.50	1
73 10 209 03 50 990 4130 011	5000 MAGIC MARKER, BLACK, #65,	205422	20439.00	94	100 %	.50 \$	47.00	1
73 10 209 03 50 990 4130 012	5000 MAGIC MARKER, YELLOW, #69,	205422	20439.00	36	100 %	.50 \$	18.00	1
73 10 209 03 50 990 4130 013	5000 PAPER CUTTER, 15" BLADE, B	205622	20439.00	2	100 %	16.00 \$	36.00	1
73 10 209 03 50 990 4130 014	5000 PASTE, QT., BES FIRMA GRIP	205622	20439.00	5	100 %	.65 \$	3.25	1
73 10 209 03 50 990 4130 015	5000 PASTE, 2 OZ., BES FIRMA GR	205522	20439.00	12	100 %	.15 \$	1.80	1
73 10 209 03 50 990 4130 016	5000 PASTE, WHEAT FLOUR, 5 LB.	208022	20439.00	4	100 %	1.00 \$	4.00	1
73 10 209 03 50 990 4130 017	5000 PASTE STICKS, 1000/PKG., I	206122	20439.00	6	100 %	1.00 \$	6.00	1
73 10 209 03 50 990 4130 018	5000 PENCIL, BALLPOINT #60090 BLU	206322	20439.00	77	100 %	.45 \$	34.65	1
73 10 209 03 50 990 4130 019	5000 PENCIL, ROUND UNWRAPPED AD.	206422	20439.00	20	100 %	.40 \$	8.00	1
73 10 209 03 50 990 4130 020	5000 INK, STAMP PAD, BLACK, SAN	205022	20439.00	1		.20 \$	.20	1
73 10 209 03 50 990 4130 021	5000 INK, DRAWING WATERPROOF, B	205122	20439.00	2		.20 \$	.20	1

P R C P O S E D B L O G G E I T E M S

* SCH-OFFICE 50 *	ADMINISTRAT.	PRCRESS CITY JR. HIGH	DIST--3141	RUN NO. 005	PAGE C55			
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.	UNITS	PCT.	ACT			
YR FD ORG PG PA CRS EXPD SEQ								
				UNIT CCST	TOTAL COST			
73 10 209 03 50 990 4130 022	5000 INK, DRAWING WATERPROOF, B	205222	20439.00	12	100 \$	.35 \$	4.20	1
73 10 209 03 50 990 4130 023	5000 LABELS, GUMMED, 1 1/2X2 1/	205322	20439.00	30	100 \$	.20 \$	6.00	1
73 10 209 03 50 990 4130 024	5000 INDEXES, ALPHA, LEG. SZ. P	204722	20439.00	1	100 \$	1.00 \$	1.00	1
73 10 209 03 50 990 4130 025	5000 CLIPS, PAPER EXTRA LARGE S	203222	20439.00	70	100 \$	.30 \$	21.00	1
73 10 209 03 50 990 4130 026	5000 CORD, WRAPPING, 20 STRAND,	203322	20439.00	70	100 \$	.20 \$	21.00	1
73 10 209 03 50 990 4130 027	5000 INDEXES, ALPHA, LTR. SZ. P	204622	20439.00	3	100 \$	.75 \$	2.25	1
73 10 209 03 50 990 4130 028	5000 EYELETS FOR SOLIDHEAD PUNC	203622	20439.00	10	100 \$	.55 \$	5.50	1
73 10 209 03 50 990 4130 029	5000 FASTENERS, 1/4", BRASS, 10	203722	20439.00	7	100 \$	.30 \$	2.10	1
73 10 209 03 50 990 4130 030	5000 DISK, MIRACLE-RCUND ADHESI	203422	20439.00	4	100 \$	1.00 \$	4.00	1
10 209 03 50 990 4130 031	5000 CLIPS, PAPER NO. 1 GEM, 10	203122	20439.00	110	100 \$	.10 \$	11.00	1
10 209 03 50 990 4130 032	5000 FLAG, 4X6, CUTDOOR, 5C STA	204122	20439.00	1	100 \$	5.50 \$	5.50	1
10 209 03 50 990 4130 033	5000 INDEXES, ALPHA., 3X5 CARDS	204322	20439.00	1	100 \$	.60 \$	.60	1
10 209 03 50 990 4130 034	5000 INDEXES, ALPHA, 4X6 CARDS,	204422	20439.00	10	100 \$	1.00 \$	10.00	1
10 209 03 50 990 4130 035	5000 INDEXES, ALPHA, 5X8 CARDS,	204522	20439.00	11	100 \$	1.05 \$	11.55	1
10 209 03 50 990 4130 036	5000 CHALK, COLORED ASSI, 86S 6	202822	20439.00	1	100 \$	1.85 \$	1.85	1
10 209 03 50 990 4130 037	5000 CHALK, COLORED ASSI, 86S 6	202922	20439.00	1	100 \$	.85 \$	.85	1
10 209 03 50 990 4130 038	5000 ADHESIVE SCIENTIFIC TRI-TE	202322	20439.00	24	100 \$	.25 \$	6.00	1
73 10 209 03 50 990 4130 039	5000 ART GUM, 1 1/8", DIXON 110	202422	20439.00	21	100 \$	.85 \$	17.85	1
73 10 209 03 50 990 4130 040	5000 PENDAFLEX SUSPENSION FRAME	216422	20439.00	27	100 \$	2.20 \$	59.40	1
73 10 209 03 50 990 4130 041	5000 PENDAFLEX FCLDERS, LEGAL S	216222	20439.00	15	100 \$	4.60 \$	69.00	1
73 10 209 03 50 990 4130 042	5000 PENDAFLEX TABS, 1/5 CUT, #	216322	20439.00	21	100 \$	.80 \$	16.80	0 4
73 10 209 03 50 990 4130 043	5000 PENDAFLEX TABS, 1/3 CUT, #	216322	20439.00	6	100 \$	.95 \$	5.70	1
73 10 209 03 50 990 4130 044	5000 PAPER, THEME, WHITE, REC M	216022	20439.00	23	100 \$	.90 \$	20.70	1
73 10 209 03 50 990 4130 045	5000 CONST. PAPER, 9X12, WHITE	216522	20439.00	3	100 \$	.30 \$	.90	1
73 10 209 03 50 990 4130 046	5000 BLUE 44	216522	20439.00	1	100 \$	.30 \$	.30	1

73 10 209 03 50 990 4130 047	5000 LIGHT BLUE #5	216522	20439.00	1	100 \$	.30 \$	-30 1
73 10 209 03 50 990 4130 048	5000 YELLOW #14	216522	20439.00	1	100 \$	.30 \$	-30 1
73 10 209 03 50 990 4130 049	5000 ORANGE #15	216522	20439.00	3	100 \$	.30 \$	-90 1
73 10 209 03 50 990 4130 050	5000 PINK #18	216522	20439.00	1	100 \$	.30 \$	-30 1
73 10 209 03 50 990 4130 051	5000 PENCIL, COLORED, ASST., DI	206822	20439.00	17	100 \$	1.00 \$	17.00 1
73 10 209 03 50 990 4130 052	5000 PENCIL, #2 LARGE PRIMARY,	206522	20439.00	3	100 \$	.75 \$	2.25 1
73 10 209 03 50 990 4130 053	5000 PENCIL SHARPENER, BOSTON R	207022	20439.00	9	100 \$	4.15 \$	37.35 1
73 10 209 03 50 990 4130 054	5000 PENCILCLERS, YELLOW PLASTIC	207122	20439.00	2	100 \$	.80 \$	1.60 1
73 10 209 03 50 990 4130 055	5000 PENCIL, #3 HARDNESS, DIXON	206522	20439.00	15	100 \$	.50 \$	7.50 1
73 10 209 03 50 990 4130 056	5000 PENCIL, RED LEAD, THIN WIT	206622	20439.00	37	100 \$	.75 \$	27.75 1
73 10 209 03 50 990 4130 057	5000 PENCIL, BLUE LEAD, THIN WI	206722	20439.00	12	100 \$	.75 \$	9.00 1
73 10 209 03 50 990 4130 058	5000 PENCIL, #2 HARDNESS, DIXON	206522	20439.00	55	100 \$	.50 \$	27.50 1
73 10 209 03 50 990 4130 059	5000 PENCIL, #2 1/2 HARDNESS, D	206522	20439.00	24	100 \$	.50 \$	12.00 1
73 10 209 03 50 990 4130 060	5000 PUNCH, 1/4" NOTEBOOK USE,	207722	20439.00	7	100 \$	1.20 \$	8.40 1
73 10 209 03 50 990 4130 061	5000 PEINTER, BLACKBOARD, 3' LE	207522	20439.00	3	100 \$	.20 \$	.90 1
73 10 209 03 50 990 4130 062	5000 PUNCH, SOLIDHEAD, #180 BER	207622	20439.00	1	100 \$	3.50 \$	3.50 1
73 10 209 03 50 990 4130 063	5000 PINS, COMMON STRAIGHT, #17	207322	20439.00	60	100 \$	.25 \$	15.00 1
73 10 209 03 50 990 4130 064	5000 PLAN BOOK, LARGE SIZE, KLI	207422	20439.00	45	100 \$	1.25 \$	60.75 1
73 10 209 03 50 990 4130 065	5000 RINGS, NOTEBOOK, GUHRED RE	207822	20439.00	44	100 \$	.10 \$	4.40 1
73 10 209 03 50 990 4130 066	5000 PENDAFLEX FOLDERS, LTR. SZ	216222	20439.00	5	100 \$	4.05 \$	20.25 1
73 10 209 03 50 990 4130 067	5000 RECORD BOOKS, FOR ELEM. &	207922	20439.00	45	100 \$	1.70 \$	76.50 1
73 10 209 03 50 990 4130 068	5000 RECORD BOOKS, FOR HS, #62-	208022	20439.00	4	100 \$	1.75 \$	7.00 1
73 10 209 03 50 990 4130 069	5000 PENDAFLEX FOLDERS, LEGAL S	216222	20439.00	29	100 \$	4.55 \$	131.95 1
73 10 209 03 50 990 4130 070	5000 PENDAFLEX FOLDERS, LTR SZ.	216222	20439.00	2	100 \$	1.50 \$	3.00 1
73 10 209 03 50 990 4130 071	5000 PAPER, YELLOW SECOND SHEET	216122	20439.00	10	100 \$	1.20 \$	12.00 1

* SCH-OFFICE 50 *	ADMINISTRAT.	PROGRESS CITY JR. HIGH	P R C P U S E D	B U C G E T	I T E M S	UNIT	NO. 005	PCT.	FEBRUARY 24, 1972	PAGE	057						
UPDATE SEQUENCE NO.	ITEM DESCRIPTION								UNIT COST	TOTAL COST	ACT						
YR	FD	CRG	PG	PA	CRS	EXPC	SEQ										
73	10	209	03	50	990	4130	072	5000 IBM SELELECTRIC, CARBON #312	218122	20439.00	12	100	\$	1.65	\$	7.80	1
73	10	209	03	50	990	4130	073	5000 IBM SELELECTRIC, FABRIC #113	218222	20439.00	3	100	\$	1.80	\$	5.40	1
73	10	209	03	50	990	4130	074	5000 UNDERWOOD, MANUAL, TOUCHMAN	218022	20439.00	7	100	\$	1.80	\$	12.60	1
73	10	209	03	50	990	4130	075	5000 PAPER, THEME, YELLOW, NC R	215822	20439.00	12	100	\$	.75	\$	9.00	1
73	10	209	03	50	990	4130	076	5000 IBM EXECUTIVE, CARTRIDGE T	218322	20439.00	2	100	\$	1.00	\$	2.00	1
73	10	209	03	50	990	4130	077	5000 CARBON RIBBON, #1010760	218422	20439.00	1	100	\$	.90	\$	.90	1
73	10	209	03	50	990	4130	078	5000 ROYAL, ELECTRIC AND MANUAL	217122	20439.00	1	100	\$	1.80	\$	1.80	1
73	10	209	03	50	990	4130	079	5000 UNDERWOOD, MANUAL, #113625	217922	20439.00	36	100	\$	1.80	\$	64.80	1
73	10	209	03	50	990	4130	080	5000 PAPER, THEME, WHITE, NC KE	215922	20439.00	16	100	\$	.75	\$	12.00	1
73	10	209	03	50	990	4130	081	5000 REMINGTON MANUAL #1136257,	217022	20439.00	30	100	\$	1.80	\$	54.00	1
73	10	209	03	50	990	4130	082	5000 UNDERWOOD, MANUAL-TOUCHMAN	218022	20439.00	2	100	\$	1.80	\$	3.60	1
73	10	209	03	50	990	4130	083	5000 OFFSET PAPER, PINK, 8 1/2X	215522	20439.00	7	100	\$	1.20	\$	8.40	1
73	10	209	03	50	990	4130	084	5000 PAPER, OAK TAG, MANILA, 18	215622	20439.00	14	100	\$	4.00	\$	56.00	1
73	10	209	03	50	990	4130	085	5000 PAPER, UNICN SKIN, 8 1/2X1	215722	20439.00	2	100	\$	2.00	\$	4.00	1
73	10	209	03	50	990	4130	086	5000 ROYAL SAFARI PORTABLE		20439.00	2	100	\$	1.80	\$	3.60	1
73	10	209	03	50	990	4130	087	5000 PAPER, WH. NEWSPRINT, 22X2	215222	20439.00	1	100	\$	3.15	\$	3.15	1
73	10	209	03	50	990	4130	088	5000 OFFSET PAPER, WH. 8 1/2X11	215522	20439.00	70	100	\$	.80	\$	56.00	1
73	10	209	03	50	990	4130	089	5000 OFFSET PAPER, WH. 8 1/2X14	215522	20439.00	2	100	\$	1.00	\$	2.00	1
73	10	209	03	50	990	4130	090	5000 PAPER, INK #59, 5TH-6TH GR	215022	20439.00	2	100	\$	1.15	\$	2.30	1
73	10	209	03	50	990	4130	091	5000 PAPER, PENCIL #3, LATE 2ND	214722	20439.00	2	100	\$	.85	\$	1.70	1
73	10	209	03	50	990	4130	092	5000 PAPER, PENCIL #3-A, 3RD GR	214822	20439.00	2	100	\$	1.00	\$	2.00	1
73	10	209	03	50	990	4130	093	5000 PAPER, PENCIL #4, 4TH GRAD	214922	20439.00	2	100	\$	.85	\$	1.70	1
73	10	209	03	50	990	4130	094	5000 OFFSET PAPER, YELLOW, 9 1/	215522	20439.00	9	100	\$	1.20	\$	10.80	1
73	10	209	03	50	990	4130	095	5000 OFFSET PAPER, BLUE, 8 1/2X	215522	20439.00	2	100	\$	1.20	\$	2.40	1
73	10	209	03	50	990	4130	096	5000 OFFSET PAPER, GREEN, 8 1/2	215522	20439.00	9	100	\$	1.20	\$	10.80	1

P R C P C S E D B U D G E T I T E M S

* SCH.OFFICE 50 *	ADMINISTRAT.	PROGRESS CITY JR. HIGH	ITEM DESCRIPTION	F.C.C.	UNITS	FLN AC. QTY	PCT.	UNIT COST	TOTAL COST	PAGE	C50
UPDATE SEQUENCE NO.											ACT
VR FD CRG PG PA CAS EXPC SEC											
73 10 209 03 50 990 4130 097	5000 OFFSET PAPER, BLUE, 8 1/2X	215522	20439.00	2	100	\$		1.00	\$	2.00	1
73 10 209 03 50 990 4130 098	5000 CRM. MAN. DRAW. PAPER, 12X	213222	20439.00	1	100	\$		1.50	\$	1.50	1
73 10 209 03 50 990 4130 099	5000 WM. DRAW. CR WATERCGLCR PA	213222	20439.00	1	100	\$		2.25	\$	2.25	1
73 10 209 03 50 990 4130 100	5000 WM. DRAW. CR WATERCGLCR PA	213422	20439.00	4	100	\$		3.75	\$	15.00	1
73 10 209 03 50 990 4130 101	5000 DUF. PAPER, MP. 8 1/2X11,	213522	20439.00	430	100	\$		.70	\$	301.00	0 4
73 10 209 03 50 990 4130 102	5000 DUF. PAPER, MP. 8 1/2X14,	213522	20439.00	10	100	\$		.50	\$	5.00	1
73 10 209 03 50 990 4130 103	5000 DUF. PAPER, MP. 8 1/2X11,	213522	20439.00	450	100	\$		.50	\$	225.00	1
73 10 209 03 50 990 4130 104	5000 DUF. PAPER, MP. 8 1/2X14,	213522	20439.00	60	100	\$		1.10	\$	66.00	1
73 10 209 03 50 990 4130 105	5000 DUF. PAPER, YELLOW, 8 1/2X	213622	20439.00	130	100	\$		.55	\$	72.50	1
73 10 209 03 50 990 4130 106	5000 DUF. PAPER, YELLOW, 8 1/2X	213622	20439.00	10	100	\$		1.10	\$	11.00	1
73 10 209 03 50 990 4130 107	5000 WIMEC PAPER, BUFF 8 1/2X14	214122	20439.00	1	100	\$		.55	\$	.55	1
73 10 209 03 50 990 4130 108	5000 DUF. PAPER, FIAN, 8 1/2X11	213722	20439.00	110	100	\$		.55	\$	60.50	1
73 10 209 03 50 990 4130 109	5000 DUF. PAPER, FIAN, 8 1/2X14	213722	20439.00	10	100	\$		1.10	\$	11.00	1
73 10 209 03 50 990 4130 110	5000 DUF. PAPER, LT. GR., 8 1/2	213822	20439.00	150	100	\$		.95	\$	142.50	1
73 10 209 03 50 990 4130 111	5000 DUF. PAPER, LT. GR., 8 1/2	213822	20439.00	10	100	\$		1.10	\$	11.00	1
73 10 209 03 50 990 4130 112	5000 WIMEC PAPER, LT. GR. 8 1/2	214222	20439.00	1	100	\$		.75	\$	.75	1
73 10 209 03 50 990 4130 113	5000 PAPER, 100% SR. KRAFT, 40	214322	20439.00	2	100	\$		4.00	\$	8.00	1
73 10 209 03 50 990 4130 114	5000 BEGLS PAPER, GRAY, 16X24,	212622	20439.00	13	100	\$		2.00	\$	26.00	1
73 10 209 03 50 990 4130 115	5000 COORDINATE PAPER, 8X10 1/2	212722	20439.00	3	100	\$		1.50	\$	4.50	1
73 10 209 03 50 990 4130 116	5000 CROSS-SECTION PAPER, 1/4",	212922	20439.00	2	100	\$		1.50	\$	3.00	1
73 10 209 03 50 990 4130 117	5000 CROSS-SECTION PAPER, 1/2"	213022	20439.00	3	100	\$		1.50	\$	4.50	1
73 10 209 03 50 990 4130 118	5000 CONVEL. TAPE, 2" WIDE, KRAAF	212322	20439.00	3	100	\$		.70	\$	2.10	1
73 10 209 03 50 990 4130 119	5000 ADDING MACHINE TAPE, 2 1/4	212422	20439.00	3	100	\$		.80	\$	.90	1
73 10 209 03 50 990 4130 120	5000 ADDING MACHINE TAPE, 3 7/8	212522	20439.00	12	100	\$		.80	\$	9.60	1
73 10 209 03 50 990 4130 121	5000 PAPER, CR. SIZE 1/8 CUT	212122	20439.00	11	100	\$		.80	\$	8.80	1

* SCH-OFFICE 50 *		ADMINISTRAT.		PROGRESS CITY JR. HIGH		BUDGET		ITEMS		FEBRUARY 24, 1972		PAGE	
UPDATE SEQUENCE NO.		ITEM DESCRIPTION		DIST--3141		F.O.		RLN NO. 005		UNIT COST		TOTAL COST	
YR FO ORG PG PA CRS EXPD SEQ								UNITS		PCT.		ACT	
73 10 209 03 50 990 4130 122	5000 FCLOERS, LEGAL SIZE 1/5 CU	212222	20439.00	19	100	\$	2.00	\$	38.00	1			
73 10 209 03 50 990 4130 123	5000 FOLDERS, LTR. SIZE 1/3 CUT	211922	20439.00	7	100	\$	2.00	\$	14.00	1			
73 10 209 03 50 990 4130 124	5000 FCLOERS, LEGAL SIZE, 1/3 C	212022	20439.00	13	100	\$	2.50	\$	32.50	1			
73 10 209 03 50 990 4130 125	5000 ENV., BR. KRAFT, 4 5/8X6 3	211622	20439.00	1	100	\$	1.70	\$	1.70	1			
73 10 209 03 50 990 4130 126	5000 ENV., OPEN END, 4 3/8X6 1	211722	20439.00	2	100	\$	1.75	\$	3.50	1			
73 10 209 03 50 990 4130 127	5000 FACIAL TISSUE, 100 OOBLES	211822	20439.00	252	100	\$	.20	\$	50.40	1			
73 10 209 03 50 990 4130 128	5000 ENV., BR. KRAFT, 6X9, CLAS	211522	20439.00	5	100	\$	2.25	\$	11.25	1			
73 10 209 03 50 990 4130 129	5000 CARD, INDEX, 5X8, WH., 100	211122	20439.00	80	100	\$	.30	\$	24.00	1			
73 10 209 03 50 990 4130 130	5000 ENV., SIZE 6 3/4, 3 5/8X6	211222	20439.00	4	100	\$	1.70	\$	6.80	1			
73 10 209 03 50 990 4130 131	5000 ENV., SIZE 1C, 4 1/8X9 1/2	211322	20439.00	6	100	\$	2.15	\$	12.90	1			
73 10 209 03 50 990 4130 132	5000 ENV., BR. KRAFT, 9 1/2X12	211422	20439.00	4	100	\$	2.50	\$	10.00	1			
73 10 209 03 50 990 4130 133	5000 FUBBER BANDS, SZ. 19, 3 1/	208122	20439.00	27	100	\$	.40	\$	10.80	1			
73 10 209 03 50 990 4130 134	5000 RUBBER BANDS, SZ. 64, 3 1/	208222	20439.00	22	100	\$	.40	\$	8.80	1			
73 10 209 03 50 990 4130 135	5000 RUBBER CEMENT, CARTERS 842	208322	20439.00	63	100	\$	.70	\$	44.10	1			
73 10 209 03 50 990 4130 136	5000 SANOFAPER, MEDIUM, 9 X 10	208422	20439.00	118	100	\$	.05	\$	5.90	1			
73 10 209 03 50 990 4130 137	5000 SANOFAPER, CCARSE, 9 X 10	208522	20439.00	57	100	\$	.05	\$	2.85	1			
73 10 209 03 50 990 4130 138	5000 STARS, GUMMED, #2, SILVER,	209122	20439.00	1	100	\$	.10	\$	.10	1			
73 10 209 03 50 990 4130 139	5000 SCISSORS, POINTED LEFTY CP	208622	20439.00	10	100	\$	.40	\$	4.00	1			
73 10 209 03 50 990 4130 140	5000 SHELLAC, WHITE PURE	208522	20439.00	3	100	\$	4.00	\$	12.00	1			
73 10 209 03 50 990 4130 141	5000 STAMP PAOS, BLACK, #1 SIZE	209022	20439.00	1	100	\$	.50	\$	.50	1			
73 10 209 03 50 990 4130 142	5000 STARS, GUMMED, #2, GCLD, 1	209122	20439.00	1	100	\$	.10	\$	.10	1			
73 10 209 03 50 990 4130 143	5000 SCISSORS, 5" OVERALL PCINT	208722	20439.00	55	100	\$	.40	\$	22.00	1			
73 10 209 03 50 990 4130 144	5000 SHELLAC THINNER, SYNOSCL O	208822	20439.00	2	100	\$	2.00	\$	4.00	1			
73 10 209 03 50 990 4130 145	5000 BLCTTER, DESK ASST. CCLERS	210722	20439.00	90	100	\$	.10	\$	9.00	1			
73 10 209 03 50 990 4130 146	5000 CARDBOARD, WH. 22X28, CCAAT	210822	20439.00	1050	100	\$	.10	\$	105.00	1			

* SCH.OFFICE 50 * ADMINISTRAT. PRCGRESS CITY JR. HIGH CIST--3141 RUN NO. 005 FEBRUARY 24, 1972 PAGE C&O
UPDATE SEQUENCE NO. ITEM DESCRIPTION F.U. UNITS PCT. UNIT CCST TOTAL COST ACT
YR FD ORG PG PA CRS EXPD SEQ

73 10 209 03 50 990 4130 147	5000 CARD, INDEX, 3X5, WH., 100	210522	20439.00	140	100 \$	.10 \$	14.00	1
73 10 209 03 50 990 4130 148	5000 CARD, INDEX, 4X6, WH., 100	211022	20439.00	60	100 \$	.20 \$	12.00	1
73 10 209 03 50 990 4130 149	5000 WASTE PAPER BASKET, LT. GR	210522	20439.00	2	100 \$	3.00 \$	6.00	1
0 209 03 50 990 4130 150	5000 YARD STICK, #9 MAPLE, GRAD	210622	20439.00	15	100 \$	.25 \$	3.75	1
10 209 03 50 990 4130 151	5000 TAPE, TRANS. MAGIC, 3/4"X3	210022	20439.00	132	100 \$	.35 \$	46.20	1
10 209 03 50 990 4130 152	5000 TAPE, CLOTH, GUMMED, 2"X4	209522	20439.00	6	100 \$	.60 \$	3.60	1
10 209 03 50 990 4130 153	5000 TAPE, DRAFTING 3/4"X10 YD.	209622	20439.00	42	100 \$	.25 \$	10.50	1
10 209 03 50 990 4130 154	5000 TAPE, CELLOPHANE 3/4"X400	209822	20439.00	72	100 \$	.25 \$	18.00	1
3 10 209 03 50 990 4130 155	5000 TAPE, CELLOPHANE 1/2"X1296	209522	20439.00	9	100 \$	.55 \$	4.95	1
13 10 209 03 50 990 4130 156	5000 TAPE, DRAFTING 3/4"X60 YD.	209722	20439.00	150	100 \$	.70 \$	105.00	1
73 10 209 03 50 990 4130 157	5000 STAPLES, SWINGLINE 35, 210	209422	20439.00	70	100 \$	.35 \$	24.50	1
73 10 209 03 50 990 4130 158	5000 THUMB TACKS 1/2" MED. HEA	210322	20439.00	14	100 \$	.15 \$	2.10	1
73 10 209 03 50 990 4130 159	5000 THUMB TACKS, 1/2" SMALL HE	210422	20439.00	12	100 \$	.15 \$	1.80	1
73 10 209 03 50 990 4130 160	5000 TAPE, TRANS MAGIC, 1/2"X12	210122	20439.00	13	100 \$	.75 \$	9.75	1
73 10 209 03 50 990 4130 161	5000 WASTE PAPER BASKET, GRAY	210522	20439.00	6	100 \$	3.00 \$	18.00	1
73 10 209 03 50 990 4130 162	5000 STARS, GUMMED, #2, BLUE, 1	209122	20439.00	1	100 \$	.10 \$	.10	1
73 10 209 03 50 990 4130 163	5000 STARS, GUMMED, #2, RED, 12	209122	20439.00	1	100 \$	.10 \$	.10	1
73 10 209 03 50 990 4130 164	5000 PINK #18	216622	20439.00	7	100 \$	.55 \$	3.85	1
73 10 209 03 50 990 4130 165	5000 ORANGE #15	216622	20439.00	10	100 \$	.55 \$	5.50	1
73 10 209 03 50 990 4130 166	5000 MAGENTA #20	216622	20439.00	9	100 \$	.55 \$	4.95	1
73 10 209 03 50 990 4130 167	5000 WARM BROWN #23	216622	20439.00	7	100 \$	.55 \$	3.85	1
73 10 209 03 50 990 4130 168	5000 BLACK #25	216622	20439.00	8	100 \$	.55 \$	4.40	1
73 10 209 03 50 990 4130 169	5000 BLUE GREEN #26	216622	20439.00	3	100 \$	.55 \$	1.65	1
73 10 209 03 50 990 4130 170	5000 SCARLET-BRILLIANT RED #28	216622	20439.00	21	100 \$	.55 \$	11.55	1
73 10 209 03 50 990 4130 171	5000 YELLOW GREEN #32	216622	20439.00	6	100 \$	.55 \$	3.30	1

P R C P O S E D B U D G E T I T E M S

* SCH.OFFICE 50 *	ADMINISTRAT.	PROGRESS CITY JR. HIGH	DIST--3141	RLN AC. 005	FEBRUARY 24, 1972	PAGE 681
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.	UNITS	PCT.	UNIT CCST	TOTAL COST. ACT
YR FD CRG PG PA CRS EXPC SEQ						
73 10 209 03 50 990 4130 172	5000 EMERALD GREEN #33	216622	20439.00	11	100 %	.55 \$ 6.05 1
73 10 209 03 50 990 4130 173	5000 YELLOW GRANGE #34	216622	20439.00	5	100 %	.55 \$ 2.75 1
73 10 209 03 50 990 4130 174	5000 LIGHT VIOLET #47	216622	20439.00	4	100 %	.55 \$ 2.20 1
73 10 209 03 50 990 4130 175	5000 GREEN #55	216622	20439.00	5	100 %	.55 \$ 2.75 1
73 10 209 03 50 990 4130 176	5000 MIXED COLORS #100	216622	20439.00	19	100 %	.55 \$ 10.45 1
73 10 209 03 50 990 4130 177	5000 WHITE #1	216622	20439.00	10	100 %	.55 \$ 5.50 1
73 10 209 03 50 990 4130 178	5000 VIOLET #3	216622	20439.00	7	100 %	.55 \$ 3.85 1
73 10 209 03 50 990 4130 179	5000 BLUE #4	216622	20439.00	10	100 %	.55 \$ 5.50 1
73 10 209 03 50 990 4130 180	5000 LIGHT BLUE #5	216622	20439.00	9	100 %	.55 \$ 4.95 1
73 10 209 03 50 990 4130 181	5000 LIGHT VIOLET #47	216522	20439.00	3	100 %	.30 \$.90 1
73 10 209 03 50 990 4130 182	5000 GREEN #55	216522	20439.00	2	100 %	.30 \$.60 1
73 10 209 03 50 990 4130 183	5000 CLIPS, BLACKCARD, QUICK G	203022	20439.00	10	100 %	.60 \$ 6.00 1
73 10 209 03 50 990 4130 184	5000 PENDAFLEX SUSPENSION FRAME	216422	20439.00	3	100 %	1.55 \$ 5.85 D 4
73 10 209 03 50 990 4130 185	5000 BOCK ENDS, METAL, BLACK, 4	202522	20439.00	2	100 %	.35 \$.70 1
73 10 209 03 50 990 4130 186	5000 DUPLICATOR FLUID, SPIRIT T	200822	20439.00	90	100 %	1.40 \$ 126.00 D 4
73 10 209 03 50 990 4130 187	5000 MASTER UNIT, THERMO, 8 1/2	201122	20439.00	70	100 %	4.00 \$ 280.00 1
73 10 209 03 50 990 4130 188	5000 MASTER UNIT, THERMO, 8 1/2	201122	20439.00	7	100 %	6.00 \$ 42.00 1
73 10 209 03 50 990 4130 189	5000 ROLLER, RUBBER, AE DICK 21	201222	20439.00	1	100 %	1.40 \$ 1.40 1
73 10 209 03 50 990 4130 190	5000 MASTER UNIT, 150 RUN, 8 1/2	200522	20439.00	42	100 %	2.50 \$ 105.00 1
73 10 209 03 50 990 4130 191	5000 MASTER UNIT, 500 RUN, 8 1/2	200522	20439.00	45	100 %	3.50 \$ 157.50 1
73 10 209 03 50 990 4130 192	5000 MASTER UNIT, 150 RUN, 8 1/2	201022	20439.00	4	100 %	3.00 \$ 12.00 1
73 10 209 03 50 990 4130 193	5000 MASTER UNIT, 500 RUN, 8 1/2	201022	20439.00	9	100 %	3.80 \$ 34.20 1
73 10 209 03 50 990 4130 194	5000 ROLLER, RUBBER, STANDARD R	201422	20439.00	1	100 %	1.50 \$ 1.50 1
73 10 209 03 50 990 4130 195	5000 MASTER SPIRIT UNIT, REC, 8	200122	20439.00	70	100 %	.04 \$ 2.80 1
73 10 209 03 50 990 4130 196	5000 MASTER SPIRIT UNIT, GR., 8	200122	20439.00	60	100 %	.04 \$ 2.40 1

P R C P O S E O B U D G E T I T E M S

* SCH.OFFICE 50 *	ADMINISTRAT.	PROGRESS CITY JR. HIGH	CIST--3141	UNIT	RG. 005	PCT.	FEBRUARY 24, 1972	PAGE	C62
UPDATE SEQUENCE NO.	ITEM DESCRIPTION	F.O.	UNITS	RG. 005	PCT.	FEBRUARY 24, 1972	UNIT COST	TOTAL COST	ACT
YR FO CRG PG PA CRS EXPD SEQ									
73 10 209 03 50 990 4130 197	5000 MASTER SPIRIT UNIT, MUSIC,	200222	20439.00	250	100	\$	-05	\$	12.50
73 10 209 03 50 990 4130 198	5000 MIXED COLORS #100	216522	20439.00	7	100	\$	-30	\$	2.10
73 10 209 03 50 990 4130 199	5000 WICK, FELT, 48 DICK 210, P	202022	20439.00	1	100	\$	-55	\$	.55
73 10 209 03 50 990 4130 200	5000 SCARLET-BRILLIANT RED #28	216522	20439.00	5	100	\$	-30	\$	1.50
73 10 209 03 50 990 4130 201	5000 EMERALD GREEN #33	216522	20439.00	4	100	\$	-30	\$	1.20
73 10 209 03 50 990 4130 202	5000 TYPEWRITER ERASER, RCUNO W	201822	20439.00	42	100	\$	-15	\$	6.30
73 10 209 03 50 990 4130 203	5000 TYPEWRITER ERASER, PENCIL,	201922	20439.00	40	100	\$	-20	\$	8.00
73 10 209 03 50 990 4130 204	5000 TYPE CLEANER, SCLVENE, 4 C	201722	20439.00	3	100	\$	-50	\$	1.50
73 10 209 03 50 990 4130 205	5000 LIGHT GRAY #7	216622	20439.00	2	100	\$	-55	\$	1.10
73 10 209 03 50 990 4130 206	5000 YELLOW #14	216622	20439.00	10	100	\$	-55	\$	5.50
73 10 209 03 50 990 4130 207	5000 RUBBER SIDE TENSION PAD, A	201522	20439.00	1	100	\$	1.10	\$	1.10
73 10 209 03 50 990 4130 208	5000 WICK, FELT, STANDARO ROCKE	202222	20439.00	1	100	\$	-25	\$	.25
73 10 209 03 50 990 4130 209	5000 BLACK #25	216522	20439.00	3	100	\$	-30	\$	.90
73 10 209 03 50 990 4130 210	5000 BLUE GREEN #26	216522	20439.00	1	100	\$	-30	\$	.30
73 10 209 03 50 990 4130 211	5000 PENCIL CARB, BLACK, CARB.	200322	20439.00	2	100	\$	1.50	\$	3.00
73 10 209 03 50 990 4130 212	5000 TYPEWRITER CARB, BLACK, ST	200522	20439.00	4	100	\$	1.75	\$	7.00
73 10 209 03 50 990 4130 213	5000 HAND CLEANSER, LB. CCNTAIN	200722	20439.00	5	100	\$	-60	\$	5.40
73 10 209 03 50 990 7130 002	1386 130 TYP ELE 12 PITCH ARTLS	053	70811.03	1	100	\$	18.00	\$	18.00
73 10 209 03 50 990 7130 003	1584 130 3 HOLE PLUNCH	3 25	70811.03	1	100	\$	11.15	\$	11.15
73 10 209 03 50 990 8830 001	1386 130 SERVICE TYPEWRITERS		41811.03	3	100	\$	25.00	\$	75.00
73 10 209 03 50 990 8830 002	1264 130SERVICE DUPLICATORS		41811.03	3	100	\$	25.00	\$	75.00

* COURSE TOTAL * 900 * - - - - - \$ 11,760.94

** DEPARTMENT TOTAL ** SCH.OFFICE * - - - - - \$ 13,202.23

*** PPGOSAM TOTAL *** ADMINISTRAT. - - - - - \$ 48,202.23

* FAC.MT.O R 02 * MAINT.OPER.
UPDATE SEQUENCE NO.
YR FD ORG PG PA CRS EXPC SEQ

P R C P O S E O B U D G E T I T E M S

PROGRESS CITY JR. HIGH		DIST--3141		RUN AC. 005		FEBRUARY 24, 1972		PAGE C63	
ITEM DESCRIPTION		F.O.		UNITS		UNIT CCST		TOTAL COST ACT	
73 10 209 04 02 120 887C CC1	SITE MAINTENANCE	41395.01	1	100 \$	250.00 \$	250.00 A 5			
* CCOURSE TOTAL * 120 * - - - - - \$		250.00							
73 10 209 04 02 140 4170 001	BRUSHES COUNTER 8614 DOZ	201117	40480.00	2	100 \$	15.00 \$	30.00 A 5		
73 10 209 04 02 140 417C 002	BRCCMS ORDINARY HCUSE TYPE	200917	40480.00	2	100 \$	3.00 \$	6.00 A 5		
73 10 209 04 02 140 417C 003	8CILER COMPOUND	200817	40480.00	3	100 \$	12.00 \$	36.00 A 5		
73 10 209 04 02 140 4170 004	AMCNIA 12 BCTTLES / CASE	200417	40480.00	2	100 \$	2.50 \$	5.00 A 5		
73 10 209 04 02 140 4170 005	MAINTENANCE SUPPLIES	70815.00	1	100 \$	60.00 \$	60.00 A 5			
73 10 209 04 02 140 417C 006	GYM SEAL	40480.00	12	100 \$	7.00 \$	84.00 A 5			
73 10 209 04 02 140 417C 007	FLCCR SEAL	205017	40480.00	5	100 \$	20.00 \$	100.00 A 5		
73 10 209 04 02 140 417C 008	DUST MCPS 1836A	204317	40480.00	4	100 \$	4.16 \$	16.64 A 5		
73 10 209 04 02 140 417C 009	DUST CLOTHES	203717	40480.00	10	100 \$	.80 \$	8.00 A 5	
73 10 209 04 02 140 417C 010	DISINFECTANT 12 CANS/CASE	203317	40480.00	1	100 \$	15.00 \$	15.00 A 5		
73 10 209 04 02 140 417C 011	CONCENTRATE	202917	40480.00	1	100 \$	43.60 \$	43.60 A 5		
73 10 209 04 02 140 4170 012	CLEANSER 48 CAN / CASE	202717	40480.00	2	100 \$	5.50 \$	11.00 A 5		
73 10 209 04 02 140 417C 013	BRUSHES TOILET 1738	202217	40480.00	2	100 \$	1.41 \$	2.82 A 5		
73 10 209 04 02 140 4170 014	BRUSHES FLOOR 24IN 3224	201317	40480.00	1	100 \$	24.00 \$	24.00 A 5		
73 10 209 04 02 140 8870 001	BUILDING MAINTENANCE	41395.01	1	100 \$	250.00 \$	250.00 A 5			
* CCOURSE TOTAL * 140 * - - - - - \$		1,232.06							
73 10 209 04 02 150 2520 001		40173.02		100 \$	5,950.00 \$	5,950.00 A 5			
73 10 209 04 02 150 2520 002		40173.02		100 \$	5,900.00 \$	5,900.00 A 5			
73 10 209 04 02 150 2520 003		40173.02		100 \$	5,220.00 \$	5,220.00 A 5			
73 10 209 04 02 150 2520 004		40173.02		100 \$	5,575.00 \$	5,575.00 A 5			
73 10 209 04 02 150 2521 001		.71.02		100 \$	6,300.00 \$	6,300.00 A 5			
73 10 209 04 02 150 8875 001	CLOCKS AND SIGNALS	41392.02	1	100 \$	1,600.00 \$	1,600.00 A 5			
* CCOURSE TOTAL * 150 * - - - - - \$		30,545.00							

* FAC.MT.O R 02 * MAINT-OPER. PROGRESS CITY JR. HIGH
 UPDATE SEQUENCE NO. DIST--3141
 YR FD ORG PG PA CRS EXPC SEQ F.O.

P R C P O S E D B U D G E T I T E M S			UNIT	UNIT CCST	PAGE	ACT
73 10 209 04 02 160 8874 001	ELECTRICAL	41392.01	1	100 \$	500.00 A 5	
* CCURSE TOTAL * 160 *	----- \$	500.00				
73 10 209 04 02 161 8870 001	HEATING AND VENTILATING	41390.00	1	100 \$	200.00 A 5	
* CCURSE TOTAL * 161 *	----- \$	200.00				
73 10 209 04 02 162 8873 001	MAINTENANCE CP PLUMBING	41391.00	1	100 \$	250.00 A 5	
73 10 209 04 02 162 8873 002	MAINTENANCE TC SEWERS	41391.01	1	100 \$	200.00 A 5	
* CCURSE TOTAL * 162 *	----- \$	450.00				
** DEPARTMENT TOTAL ** FAC.MT.C R *	----- \$	23,177.06				

* FAC.MT.O S 03 * MAINT.OPER.
UPDATE SEQUENCE NO.
YR FD ORG PG PA CARS EXPD SEQ

PROPOSED BUDGET ITEMS
DIST--3141
F.O.

RUN NO- 005
UNITS PCT.

FEBRUARY 24, 1972
UNIT CCST TOTAL COST ACT

73 10 209 04 03 140 2521 001

* COURSE TOTAL * 140 * 41185.00 100 \$ 1,260.00 \$ 1,260.00 A 5

** DEPARTMENT TOTAL ** FAC.MT.O S * 1,260.00

*** PROGRAM TOTAL *** MAINT.OPER. 34,437.06

124

*** TOTAL RUN DOLLARS *** \$ 537,610.29

*** INCREASE \$TOTAL***

*** DECREASE \$TOTAL***

*** ADDED \$TOTAL*** \$ 494,338.79

*** DELETED \$TOTAL***

*** DIFFERENCE \$TOTAL*** \$ 494,338.79

* CERT. SAL. \$ TOTAL \$ 448,278.80

* N-CERT.SAL. \$ TOTAL \$ 41,827.93

* EMP.BEN. \$ TOTAL \$ 19,734.57

* SUPPLIES \$ TOTAL \$ 10,821.07

* MATERIALS \$ TOTAL \$ 5,439.60

* REP.CREPL. \$ TOTAL \$ 7,445.12

* CAP.OUTLAY \$ TOTAL \$ 3,610.00

* CONT.SERV. \$ TOTAL \$ 461.20

* OTHER COST \$ TOTAL \$

TOTALS FOR PROGRESS CITY JR. HIGH

	TOTALS FOR	DISTRICT
*** TOTAL NON DOLLARS *** - GENERAL FUND - - -	\$	537,616.29
*** INCREASE \$TOTAL*** - -GENERAL FUND - - -		
*** DECREASE \$TOTAL*** - -GENERAL FUND - - -		
*** ADDED \$TOTAL*** - -GENERAL FUND - - -	\$	454,336.79
*** DELETED \$TOTAL*** - -GENERAL FUND - - -		
*** DIFFERENCE \$TOTAL*** - -GENERAL FUND - - -	\$	494,338.79
* CERT. SAL. \$ TOTAL * - -GENERAL FUND - - -	\$	446,278.60
* V-CERT.SAL.\$ TOTAL * - -GENERAL FUND - - -	\$	41,627.93
* EMP.BEN. \$ TOTAL * - -GENERAL FUND - - -		
* SUPPLIES \$ TOTAL * - -GENERAL FUND - - -	\$	15,734.57
* MATERIALS \$ TOTAL * - -GENERAL FUND - - -	\$	10,821.07
* REP. REPL. \$ TOTAL * - -GENERAL FUND - - -	\$	5,435.60
* CAP. OUTLAY \$ TOTAL * - -GENERAL FUND - - -	\$	7,445.14
* CONT.SERV. \$ TOTAL * - -GENERAL FUND - - -	\$	3,610.00
* OTHER COST \$ TOTAL * - -GENERAL FUND - - -	\$	461.20

P R C P C S F C B U C G E T										I T E M S		L E F T E		F L N		A C T		P A G E			
INSTRUCTION										PROGRESS CITY JR. HIGH		DIST--3141		F Q.		UNITS		PCT.		FEBRUARY 24, 1972	
ITEM DESCRIPTION																					
YR FD CRG PG PA CRS EXPC SEQ																					
73	10	209	01	02	133	411C	002	1584	132	TAPE DISPENSER	C23	21435.00	1	100	\$	5.15	\$	5.15	4		
73	10	209	01	02	133	4110	003	1754	132	WIRE LETTER TRAYS	27	21435.00	1	100	\$	6.10	\$	6.10	4		
73	10	209	01	02	133	4110	004	1754	132	CORRUGATED PAPER CL D GCLD		21435.00	1	100	\$	5.60	\$	5.60	4		
73	10	209	01	02	133	4110	005	1754	132	CORRUGATED PAPER APP LE GRN		21435.00	1	100	\$	5.60	\$	5.60	4		
73	10	209	01	02	133	411C	007	1584	132	RED PLASTIC LETTERS		21435.00	1	100	\$	11.50	\$	11.50	4		
73	10	209	01	02	133	4110	008	1584	132	WHITE PLASTIC LETTERS	2 IN	21435.00	1	100	\$	11.50	\$	11.50	4		
73	10	209	01	02	133	411C	009	1754	132	CORRUGATED PAPER AZUR E BLUE		21435.00	1	100	\$	5.60	\$	5.60	4		
73	10	209	01	02	133	411C	010	1584	156	SET 2IN RED PLST LTIRS PG 174		21435.00	1	100	\$	11.50	\$	11.50	4		
73	10	209	01	02	133	4110	011	1584	156	RL VILT CCLR CURBUEFF	1133	21435.00	1	100	\$	5.75	\$	5.75	4		
73	10	209	01	02	133	4110	013	1754	132	CORRUGATED PAPER NI LE GRN		21435.00	1	100	\$	5.60	\$	5.60	4		
73	10	209	01	02	133	4110	014	1754	132	CORRUGATED PAPER PR IMRGSE		21435.00	1	100	\$	5.60	\$	5.60	4		
73	10	209	01	02	133	4110	015	1584	156	KL PINK CCLR CURBUEFF	1126	21435.00	1	100	\$	5.75	\$	5.75	4		
73	10	209	01	02	133	4110	016	1584	156	ROLL WH WRAPPING PAPER	36 WDT	21435.00	1	100	\$	12.55	\$	12.55	4		
73	10	209	01	02	133	4110	019	1754	132	CORRUGATED PAPER CRANCE		21435.00	1	100	\$	5.60	\$	5.60	4		
73	10	209	01	02	133	519C	008	156 CONTG FD NEW PEACK REF PTRLS		21437.00	1	100	\$	50.00	\$	50.00	\$	50.00	4		
73	10	209	01	02	133	7110	001	156 UN OF 3 LCC CCN ST CRL		7C811.03	1	100	\$	100.00	\$	100.00	\$	100.00	4		
73	10	209	01	02	133	7120	001	1754 156 CASSETTE TAPE FILE		7C811.03	1	100	\$	52.7C	\$	52.7C	\$	52.7C	4		
* CCOURSE TOTAL * 133										306.10											
73	10	209	01	02	135	411C	001	1584	156	MAP RAIL BY FOOT	74	7C811.03	36	100	\$	.72	\$	25.92	4	
* CCOURSE TOTAL * 135										25.92											
73	10	209	01	02	233	4110	006	1584	145	WIRE LETTER TRAYS	60	21435.00	8	100	\$	4.60	\$	38.40	4		
73	10	209	01	02	233	4110	007	1584	145	CORNERPOSTS BUILD UPS	60CP	21435.00	6	100	\$	2.70	\$	16.20	4		
73	10	209	01	02	233	4110	008	1584	145	BULLETIN BOARD ROLLS	57088	21435.00	1	100	\$	5.65	\$	5.65	4		
73	10	209	01	02	233	4110	014	1584	145	BULLETIN BOARD ROLLS	57038	21435.00	1	100	\$	5.65	\$	5.65	4		

* SOC-STU.	02 *	INSTRUCTION	PR C F C S E C	B U D G E T	I T E M S	D E L E T E	L I S T	PAGE	COST	ACT
UPDATE SEQUENCE NO.			PROGRESS CITY JR. HIGH	DIST--3141			RUN NO. 005			
YR FD GRG PG PA CRS EXPE SEC			ITEM DESCRIPTION	F.O.	LNITS	PCT.	UNIT CCST	TOTAL		
73 10 209 01 02 233 5110 004	1234	151CASNER, S TCRY OF AMER NATICA	21460.00		5	100 %	4.59 \$	22.95	4	
73 10 209 01 02 233 5110 006	1234	149 CASNER STOR CF AM NTN 1962	21460.00		10	100 %	4.59 \$	45.90	4	
73 10 209 01 02 233 5110 007	1312	149 WILDER THIS IS AM SIGR 1963	21460.00		10	100 %	7.00 \$	70.00	4	
73 10 209 01 02 233 5240 015	1312	151CVERHEAD VIS AM HIST, 26C395	21452.00		1	100 %	69.00 \$	69.00	4	
* CCOURSE TOTAL * 233 * - - - - - \$ 273.75										
73 10 209 01 02 234 5160 003	0890	149 DES MOINES REGISTER	21459.00		25	100 %	.55 \$	13.75	4	
73 10 209 01 02 234 5190 001	0890	151DES MCINE S REG FOR 40 WEEKS	21459.00		1	100 %	22.00 \$	22.00	4	
73 10 209 01 02 234 5190 002	1188	151MASON CITY GLOBE FOR 40 WEEKS	21459.00		1	100 %	22.00 \$	22.00	4	
* CCOURSE TOTAL * 234 * - - - - - \$ 57.75										
73 10 209 01 02 308 4110 001	0426	135 PIN BACK LETTERS 2 IN	A38215	21435.00	1	12 %	10.50 \$	1.26	4	
73 10 209 01 02 308 4110 002	1584	135 ROLL CORRUGATED PAPER	57128	21435.00	2	12 %	5.75 \$	1.38	4	
73 10 209 01 02 308 4110 003	0426	135 48IN RCLL WHITE PAPER	A5402	21435.00	1	12 %	4.10 \$	.49	4	
* CCOURSE TOTAL * 308 * - - - - - \$ 3.13										
73 10 209 01 02 331 4110 001	0426	135 PIN BACK LETTERS 2 IN	A38215	21435.00	1	50 %	10.50 \$	5.25	4	
73 10 209 01 02 331 4110 002	0426	135 48IN ROLL WHITE PAPER	A5402	21435.00	1	50 %	4.10 \$	2.05	4	
73 10 209 01 02 331 4110 003	1584	135 ROLL CORRUGATED PAPER	57128	21435.00	2	50 %	5.75 \$	5.75	4	
73 10 209 01 02 331 4120 001	0884	135 LIFE STY LE 2000 AD 2 PT FILM	21452.00		1	100 %	30.60 \$	30.60	4	
73 10 209 01 02 331 5190 001	1188	135 MASON CITY GLOBE GAZ	21437.00		1	50 %	20.00 \$	10.00	4	
73 10 209 01 02 331 7110 001		135 STUDY CARREL 3 IN UNIT	7C811.02		2	50 %	100.00 \$	100.00	4	
* CCOURSE TOTAL * 331 * - - - - - \$ 153.65										
73 10 209 01 02 335 4110 001	1584	135 ROLL CORRUGATED PAPER	57128	21435.00	2	38 %	5.75 \$	4.37	4	
73 10 209 01 02 335 4110 002	0426	135 48IN ROLL WHITE PAPER	A5402	21435.00	1	38 %	4.10 \$	1.56	4	
73 10 209 01 02 335 4110 003	0426	135 48IN ROLL WHITE PAPER	A5402	21435.00	1	38 %	10.50 \$	3.99	4	

• SOC.STU. 02 * INSTRUCTION BUDGET
UPDATE SEQUENCE NO. PROGRESS CITY JR. HIGH
YR FD CRG PG PA CRS EXPC SEQ ITEM DESCRIPTION
P R C P C S E L B U D G E T I T E M S C E L E T E L I S T
DIST--3141 RUN NG. 005
F.O. UNITS PCT.
FEBRUARY 24, 1972 PAGE 003
UNIT COST TOTAL COST ACT

73 10 209 01 02 335 5190 001 1100 135	MASON CITY GLOBE GAZ 21437.00	1	50	\$	20.00	\$	10.00	4
73 10 209 01 02 335 7110 001	135 STUDY CARREL 3 IN UNIT	2	50	\$	100.00	\$	100.00	4
* CCOURSE TOTAL * 335		---		\$	119.92			
** DEPARTMENT TOTAL ** SOC.STU.		---		\$	540.22			

128

• MATH 03 * INSTRUCTION BUDGET
UPDATE SEQUENCE NO. PROGRESS CITY JR. HIGH
YR FD CRG PG PA CRS EXPC SEQ ITEM DESCRIPTION
P R C P C S E L B U D G E T I T E M S C E L E T E L I S T
DIST--3141 RUN NG. 005
F.O. UNITS PCT.
FEBRUARY 24, 1972 PAGE 004
UNIT COST TOTAL COST ACT

73 10 209 01 03 113 7110 002	170 LN OF 3 LCC CCN ST CRL	3	100	\$	100.00	\$	300.00	4
* CCOURSE TOTAL * 113		---		\$	300.00			
73 10 209 01 03 213 7110 002	130 LN OF 3 LCC CCN ST CRL	3	100	\$	100.00	\$	300.00	4
* CCOURSE TOTAL * 213		---		\$	300.00			
73 10 209 01 03 313 5110 001 2746	154 PETERS ALG A MCD APP BK 1	24	100	\$	6.50	\$	156.00	4
* CCOURSE TOTAL * 313		---		\$	156.00			
** DEPARTMENT TOTAL ** MATH		---		\$	756.00			

(C)

* SCIENCE		04 *		INSTRUCTION		P R C P O S E C		B U D G E T		I T E M S		D E L E T E		L I S T		F E B R U A R Y 2 4 , 1 9 7 2		P A G E		C C S							
UPDATE		SEQUENCE		NO.		ITEM		DESCRIPTION		DIST--3141		F.O.		UNITS		UNIT CCST		TOTAL CCST		ACT							
YR		FD		ORG		PG		PA		CRS		EXPD		SEC													
73	10	209	01	04	223	7120	001		171	AUDIO	VISUAL	EQUIPMENT	7C811-C3	1	100	\$	149.70	\$	149.70	4							
73	10	209	01	04	223	7120	002		144	AUDIO	VISUAL	EQUIPMENT	7C811-C3	1	100	\$	87.40	\$	87.40	4							
* COURSE TOTAL * 223 *										237.10																	
** DEPARTMENT										TOTAL ** SCIENCE										237.10							

129

(D)

* HOME EC.		J8 *		INSTRUCTION		P A C F C S E C		B U D G E T		I T E M S		D E L E T E		L I S T		F E B R U A R Y 2 4 , 1 9 7 2		P A G E		C C S							
UPDATE		SEQUENCE		NO.		ITEM		DESCRIPTION		DIST--3141		F.O.		UNITS		UNIT CCST		TOTAL CCST		ACT							
YR		FD		CRG		PG		PA		CRS		EXPC		SEC													
73	10	209	01	08	362	6280	001		157	REFUPHOLSTER	FURNITURE	41811-C3	1	100	\$	130.00	\$	130.00	4								
* CCURSE TOTAL * 362 *										130.00																	
** DEPARTMENT										TOTAL ** HOME EC.										130.00							

* ART
UPDATE SEQUENCE NO.
YR FD CRG PG PA CRS EXPD SEQ

INSTRUCTION
ITEM DESCRIPTION

ITEMS
DIST--3141
F.O.

DELETE
FURN NO. 005
UNIT

FEBRUARY 24, 1972
TOTAL COST
ACT

73 10 209 01 12 171 4100 001	0426 108SISAL CORE RED	820220	21422.00	5	100	\$	1.20	\$	6.00	4
73 10 209 01 12 171 4100 006	0426 108SISAL CORE ROYAL BLUE	820220	21422.00	5	100	\$	1.20	\$	6.00	4
73 10 209 01 12 171 4100 007	0426 108SISAL CORE TURQUOISE	820220	21422.00	5	100	\$	1.20	\$	6.00	4
73 10 209 01 12 171 4100 008	0426 108SISAL CORE MAGENTA	820220	21422.00	5	100	\$	1.20	\$	6.00	4
73 10 209 01 12 171 4100 011	0426 108SISAL CORE 10-ARTISE	84427	21422.00	3	100	\$	2.25	\$	6.75	4
73 10 209 01 12 171 4100 012	0426 108SISAL CORE GREY	820220	21422.00	5	100	\$	1.20	\$	6.00	4
73 10 209 01 12 171 4100 013	0426 108SISAL CORE BLACK	820220	21422.00	5	100	\$	1.20	\$	6.00	4
73 10 209 01 12 171 4100 014	0426 108SISAL CORE YELLOW	820220	21422.00	5	100	\$	1.20	\$	6.00	4
73 10 209 01 12 171 4100 015	0426 108SISAL CORE ORANGE	820220	21422.00	5	100	\$	1.20	\$	6.00	4
73 10 209 01 12 171 4100 016	0354 108SISAL CORE PENCIL	0801M	21422.00	30	100	\$	1.20	\$	6.00	4
73 10 209 01 12 171 4100 017	0426 108SISAL CORE PAINT 3 PER COLOR	845039	21422.00	17	100	\$	1.00	\$	27.00	4
73 10 209 01 12 171 4100 018	0246 108SISAL CORE MIX	845	21422.00	1	100	\$	3.95	\$	3.95	4
73 10 209 01 12 171 4100 021	0426 150 1/16"X1/16" PAUSA STRIP	21422.00	21422.00	2	100	\$	4.00	\$	8.00	4
73 10 209 01 12 171 4100 022	0426 150 1/16"X1/16" PAUSA STRIPS	21422.00	21422.00	4	100	\$	4.00	\$	16.00	4
73 10 209 01 12 171 4100 023	2308 150 1/16"X1/16" ASSORTED BEADS	12450	21422.00	1	100	\$	2.50	\$	2.50	4
73 10 209 01 12 171 4100 029	0426 150 1/16"X1/16" ASSORTMENT	8424	21422.00	6	100	\$	1.50	\$	10.50	4
73 10 209 01 12 171 4100 010	0426 150 1/16"X1/16" ASSORTED COLORS	84555	21422.00	4	100	\$	1.95	\$	7.80	4
73 10 209 01 12 171 4100 011	0426 150 1/16"X1/16" SET CIVIL HALF PAN	57722	21422.00	24	100	\$	.90	\$	21.60	4
73 10 209 01 12 171 4100 012	2308 150 1/16"X1/16" ASSORTED BEADS	12452	21422.00	1	100	\$	7.50	\$	7.50	4
73 10 209 01 12 171 4100 013	2308 150 NATURAL CIVIL WOOD BEAD	14023	21422.00	1	100	\$	8.40	\$	8.40	4
* CLOSE TOTAL * 171 * - - - - - \$ 233.50										
73 10 209 01 12 271 4100 007	0426 108SISAL CORE PINK	85745	21422.00	5	100	\$	.50	\$	2.50	4
73 10 209 01 12 271 4100 015	0426 108SISAL CORE GREEN ENAMEL	845035	21422.00	2	100	\$	1.60	\$	3.20	4
73 10 209 01 12 271 4100 016	0426 108SISAL CORE BLUE ENAMEL	845035	21422.00	2	100	\$	.60	\$	1.20	4
73 10 209 01 12 271 4100 017	0426 108SISAL CORE RED ENAMEL	845035	21422.00	2	100	\$	1.00	\$	2.00	4



(4)

* VCC MUSIC	43 *	INSTRUCTION	PR C P C S E C	B U D G E T	I T E M S	D E L	T E	L I S T	DATE	UNIT COST	TOTAL COST	PAGE	ACT
UPDATE SEQUENCE NO.					DIST--3141				FEBRUARY 24, 1977				
YR PD CRG PG PA CRS EXPD SEQ					F.O.								
73 10 209 01 13 531 6180 001		0508 173	BRUNSWICK SEAT ANCHBACK	KR181	41811.03	10	100			15.00	\$ 150.00	4	
73 10 209 01 13 531 7110 001		2242 173	ELECTRIC AUTOHARP	RB150	70811.03	1	100			75.00	\$ 75.00	4	
73 10 209 01 13 531 7110 002		2242 173	POHNER ORGANA 12	RB3006	70811.03	1	100			129.00	\$ 129.00	4	
73 10 209 01 13 531 7110 003		2514 173	MURLITZER ELECTRONIC	214	70811.03	1	100			500.00	\$ 500.00	4	
73 10 209 01 13 531 7110 004			173 STUDIO PIANO		70811.03	1	100			800.00	\$ 800.00	4	
* COURSE TOTAL * 531 * - - - - -											\$ 1,654.00		
** DEPARTMENT TOTAL ** VCC MUSIC * - - - - -											\$ 1,654.00		

PHYS. ED. 15 * INSTRUCTION BUDGET ITEMS DELETE LIST
UPDATE SEQUENCE NO. PROGRESS CITY JR. HIGH DIST--3141 RUN NO. 005 FEBRUARY 24, 1972 PAGE C11
YR FD CRG PG PA CRS EXPC SEQ ITEM DESCRIPTION F.O. UNITS PCT. UNIT CCST TOTAL COST ACT

73 10 209 01 15 500 4110 008 0864 137 TIMER	GPALAB	21433.00	1	100	\$	30.00	\$	30.00	4
73 10 209 01 15 500 7110 022 1922 139 UNIVERSALGLADIATOR 70	70811.03	1	100	\$	2,250.00	\$	2,250.00	4	
73 10 209 01 15 500 7110 023 0100 139HIGH BAR WALL MOUNTED	WCB6	70811.03	1	100	\$	99.00	\$	99.00	4
* CCURSE TOTAL * 500 * - - - - - \$ 2,379.00									
** DEPARTMENT TOTAL ** PHYS. ED. * - - - - - \$ 2,379.00									

LANG-ARTS 30 * INSTRUCTION BUDGET ITEMS DELETE LIST
UPDATE SEQUENCE NO. PROGRESS CITY JR. HIGH DIST--3141 RUN NO. 005 FEBRUARY 24, 1972 PAGE C12
YR FD CRG PG PA CRS EXPC SEQ ITEM DESCRIPTION F.O. UNITS PCT. UNIT CCST TOTAL COST ACT

73 10 209 01 30 103 5130 001 0890 133 DES MCIN ES REGISTER	21470.00	1	100	\$	32.00	\$	32.00	4	
73 10 209 01 30 103 5130 002 1188 133 M C GLOB E GAZETTE	21470.00	1	100	\$	20.00	\$	20.00	4	
73 10 209 01 30 103 5130 003 0890 142 DES MCIN ES REGISTER	21470.00	1	100	\$	32.00	\$	32.00	4	
73 10 209 01 30 103 5130 004 1188 142 MC GLCBE GAZETTE	21470.00	1	100	\$	20.00	\$	20.00	4	
73 10 209 01 30 103 5160 001 2328 133 SCHOLAST IC SCOPE	21437.00	5	100	\$	1.75	\$	8.75	4	
* CCURSE TOTAL * 103 * - - - - - \$ 112.75									
73 10 209 01 30 105 5130 001 0890 133 DES MCIN ES REGISTER	21470.00	1	100	\$	32.00	\$	32.00	4	
* CCURSE TOTAL * 105 * - - - - - \$ 32.00									
73 10 209 01 30 203 5130 001 1188 142 MC GLOBE GAZETTE	21470.00	1	100	\$	20.00	\$	20.00	4	
73 10 209 01 30 203 5130 002 0890 142 DES MCIN ES REGISTER	21470.00	1	100	\$	32.00	\$	32.00	4	
* CCURSE TOTAL * 203 * - - - - - \$ 52.00									
** DEPARTMENT TOTAL ** LANG-ARTS * - - - - - \$ 196.75									

(K)

* SPEC. ED. 40 *		INSTRUCTION		P R C F C S E D B U D G E T		I T E M S C E L E T E L I S T		FEBRUARY 24, 1972		PAGE					
UPDATE SEQUENCE NO.		PRG SEQUENCE NO.		PRG SEQUENCE NO.		PRG SEQUENCE NO.		PRG SEQUENCE NO.		PRG SEQUENCE NO.					
YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ					
73	10	209	01	40	700	5000	001								
73	10	209	01	40	700	5120	005	2496	155WEA PREVC GOOD LIT S READERC10	24437.00	1				
73	10	209	01	40	700	5210	001	0609	155	RECORD LIB	677653				
* CCOURSE TOTAL * 700 *				-				-				-			
** DEPARTMENT				TOTAL ** SPEC. ED.				-				-			
*** PROGRAM TOTAL ***				INSTRUCION				-				-			
												7,788.91			

(L)

* SPEC. ED. 40 *		INSTRUCTION		P R C F C S E D B U D G E T		I T E M S C E L E T E L I S T		FEBRUARY 24, 1972		PAGE					
UPDATE SEQUENCE NO.		PRG SEQUENCE NO.		PRG SEQUENCE NO.		PRG SEQUENCE NO.		PRG SEQUENCE NO.		PRG SEQUENCE NO.					
YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ		YR FD ORG PG PA CRS EXPC SEQ					
73	10	209	02	01	250	5190	001	0680	169	MATL IC BE SELECTED	21450.00				
* CCOURSE TOTAL * 250 *				-				-				-			
** DEPARTMENT				TOTAL ** SPEC. ED.				-				-			
*** PROGRAM TOTAL ***				INSTRUCION				-				-			
												100.00			
73	10	209	02	01	350	5270	001	0868	136	60 MIN VIR TAPES	21450.00				
* CCOURSE TOTAL * 350 *				-				-				-			
** DEPARTMENT				TOTAL ** SPEC. ED.				-				-			
*** PROGRAM TOTAL ***				INSTRUCION				-				-			
												390.00			
73	10	209	02	01	504	5120	001	1218	169	JCB ATT. SERIES	21450.00				
73	10	209	02	01	504	5120	002	1218	169	JCS ATTITUDE SERIES	21450.00				
73	10	209	02	01	504	7130	001	2524	169	KRUGER CONFERENC TABLE	1 140				
* CCOURSE TOTAL * 504 *				-				-				-			
** DEPARTMENT				TOTAL ** PL.PERS.SV *				-				-			
*** PROGRAM TOTAL ***				SUP. INSTR.				-				-			
												290.00			

* SCH.OFFICE 30 * ADMINISTRAT. BUDGET ITEMS DELETE LIST
UPDATE SEQUENCE NO. PROGRESS CITY JR. HIGH CIST--3141 RUN AC. 005 FEBRUARY 24, 1972 PAGE Q15
YR FD ORG PG PA CRS EXPC SEQ ITEM DESCRIPTION F.O. UNITS PCT. UNIT CCST TOTAL COST ACT

73 10 209 03 50 949 7110 001 FURNITURE 7C811.03 1 100 \$ 45.00 \$ 45.00 4

* CCURSE TOTAL * 949 * - - - - - \$ 45.00

73 10 209 03 50 989 7110 001 FURNITURE 7C811.03 1 100 \$ 550.00 \$ 550.00 4

* COURSE TOTAL * 989 * - - - - - \$ 550.00

73 10 209 03 50 990 7130 001 2870 130 ADDING MACHINE 17 83 54 7C811.03 1 100 \$ 143.00 \$ 143.00 5

73 10 209 03 50 990 7130 004 1264 130 ELECTRIC DUPLICATOR 7C811.03 1 100 \$ 422.00 \$ 422.00 5

* COURSE TOTAL * 990 * - - - - - \$ 565.00

** DEPARTMENT TOTAL ** SCH.OFFICE * - - - - - \$ 1,160.00

*** PROGRAM TOTAL *** ADMINISTRAT. - - - - - \$ 1,160.00

*** DELETED \$\$\$TOTAL*** - - - - - \$ 10,008.91

* CERT. SAL. \$ TOTAL * - - - - - \$

* N-CERT.SAL.\$ TOTAL * - - - - - \$

* EMP.BEN. \$ TOTAL * - - - - - \$

* SUPPLIES \$ TOTAL * - - - - - \$ 723.48

* MATERIALS \$ TOTAL * - - - - - \$ 1,622.35

* REP.&REPL. \$ TOTAL * - - - - - \$ 280.00

* CAP.OUTLAY \$ TOTAL * - - - - - \$ 6,492.80

* CCNT.SERV. \$ TOTAL * - - - - - \$

* OTHER COST \$ TOTAL * - - - - - \$ 660.28

(9)

*** DELETED	\$ TOTAL ***	- - - - -	\$	10,008.91	TOTALS FOR	PROGRESS CITY JR. HIGH
* CERT. SAL.	\$ TOTAL	- - - - -				
* N-CERT.SAL.	\$ TOTAL	- - - - -				
* EMP-BEN.	\$ TOTAL	- - - - -				
* SUPPLIES	\$ TOTAL	- - - - -	\$	733.48		
* MATERIALS	\$ TOTAL	- - - - -	\$	1,622.35		
* REP.&REPL.	\$ TOTAL	- - - - -	\$	280.00		
* CAP-OUTLAY	\$ TOTAL	- - - - -	\$	6,452.80		
* CCNT-SERV.	\$ TOTAL	- - - - -				
* OTHER COST	\$ TOTAL	- - - - -	\$	880.28		

MASON CITY SCHOOL DIST.

SCHEDULE 2

DETAILED COMPARATIVE BUDGET 1972 - 1973

GENERAL FUND 10000-70000 ADMINISTRATION 10000-19999 BOARD OF EDUC. 10000-10999

	EXPENDED 1971-1972	BUDGETED 1971-1972	PROPOSED BUDGET 1972-1973
SCHOOL DISTRICT SECRETARY	\$.00	\$.00	\$.00
SECRETARIAL AND CLERICAL ASSO	.00	43,700.00	.00
AUDITS	.00	1,600.00	.00
LEGAL SERVICE	.00	1,500.00	.00
GENERAL BOARD OF ED. EXPENSES	.00	3,200.00	.00
ELECTION EXPENSES	.00	1,250.00	.00
CENSUS EXPENSES	.00	.00	.00
PUBLICATIONS EXPENSES	.00	1,750.00	.00
MILEAGE ALLOWANCE	.00	65.00	.00
TRAVEL EXPENSE AND DUES	.00	2,000.00	.00
TOTAL BOARD OF EDUCATION	\$.00	\$ 55,065.00	\$.00

	ADMINISTRATION 10000-19999	ADMIN., SUPERINT. 11000-11009
SUPERINTENDENT & ASSO.	\$.00	\$ 52,600.00
SECRETARIAL AND CLER. ASSO.	.00	23,490.00
CURRICULUM LIBRARY MATERIAL	.00	1,400.00
CONSULTATIVE SERVICES	.00	2,900.00
CURR. DEV., SERVICES (E.C.-RED)	.00	5,300.00
CURRICULUM DEV., MATERIALS	.00	1,500.00
PROFESSIONAL BOOKS AND PERIOD.	.00	650.00
GENERAL EX., ADMINISTRATION	.00	3,200.00
PUBLIC SCHOOL DIRECTOR	.00	650.00
MEMBERSHIP DUES & RESEARCH	.00	3,200.00
MILEAGE ALLOWANCE	.00	163.50
TRAVEL EXPENSE AND DUES	.00	400.00
TRAVEL EXPENSE-OTHER	.00	1,500.00
POSTAGE	.00	500.00
TOTAL ADMIN. SUPERINTENDENT	\$.00	\$ 98,290.00
		\$ 3,663.50

SCHEDULE 24 MASON CITY SCHOOL DIST. MAY 23, 1972 - 01 -
 DETAILED ANALYSIS OF BUILDINGS, GROUNDS AND
 SERVICE SYSTEMS MAINTENANCE 1972-1973

41390.00 MAINTENANCE HTG.&VENT.SYSTEMS -----

SENIOR HIGH SCHOOL	HEATING AND VENTILATING	\$ 200.00
JOHN ADAMS JR.HIGH	HEATING AND VENTILATION	200.00
MCKINLEY JR.HIGH	HEATING AND VENTILATION	3000.00
ROOSEVELT JR.HIGH	HEATING AND VENTILATING	350.00
GARFIELD ELEM.	HEATING AND VENTILATION	150.00
GRANT ELEM.	HEATING AND VENTILATION	150.00
HARDING ELEM.	HEATING AND VENTILATION	250.00
HOOVER ELEM.	HEATING AND VENTILATION	200.00
JEFFERSON ELEM.	HEATING AND VENTILATION	200.00
LINCOLN ELEM.	HEATING AND VENTILATION	100.00
CENTRAL HEIGHTS EL	HEATING AND VENTILATION	100.00
MADISON ELEM.	HEATING AND VENTILATION	400.00
MCKINLEY ELEM.	HEATING AND VENTILATION	250.00
ROOSEVELT ELEM.	HEATING AND VENTILATION	150.00
WASHINGTON ELEM.	HEATING AND VENTILATION	250.00
WILSON ELEM.	HEATING AND VENTILATION	100.00
SYSTEM WIDE (ALL L	HEATING AND VENTILATING	350.00
OLD HIGH SCHOOL	HEATING AND VENTILATING	200.00
MUSIC HALL	HEATING AND VENTILATING	200.00
STADIUM	HEATING AND VENTILATING	100.00
		\$ 7250.00

4 391.00 MAINTENANCE OF PLUMBING -----

MEM. BLDG.	PLUMBING	\$ 250.00
SCHOOL NO NAME	PLUMBING	250.00
MCKINLEY JR.HIGH	PLUMBING	350.00
ROOSEVELT JR.HIGH	PLUMBING	100.00
GARFIELD ELEM.	PLUMBING	100.00
GRANT ELEM.	PLUMBING	150.00
RODING ELEM.	PLUMBING	200.00
HOOVER ELEM.	PLUMBING	150.00
JEFFERSON ELEM.	PLUMBING	100.00
LINCOLN ELEM.	PLUMBING	100.00
CENTRAL HEIGHTS EL	PLUMBING	100.00

SCHEDULE 23 MASON CITY SCHOOL DIST. MAY 18, 1972
DETAILED ANALYSIS OF REPAIRS AND REPLACEMENT
OF INSTRUCTIONAL EQUIPMENT 1972-1973

42393.C3 AUDIOVISUAL OPERATIONAL MAINT.

ED. TECH.	SYSTEM WIDE (ALL L			
	SCREW SWAG			1.00
	FOOT RUBBER			2.20
	SPRING BRAKE			1.00
		PROFESSIONAL B		200.00
	SPRING REEL ARM PLUNGER			.75
	BRACKET REEL ARM LOCK			1.00
	RING RETAINING			2.40
	SCREW SWAG			1.00
	SCREW SWAG			1.00
	KNOB ASSEMBLY FOCUS			4.00
	WICK CAN WIPER			5.60
	WIPE Felt			5.60
	SPRING EXTENSION			3.95
	WASHER LOCK			1.00
	SCREW PAN HEAD			2.40
	LEVER ASSY			2.00
	SCREW TRUSSEAL			1.00
	COLLAR LOCKING			8.60
	SCREW BINDING			1.00
	WASHER BRONZ			3.00
	SWITCH ROTARY			8.95
	NYLON WASHER			3.20
	SET SCREW			1.60
	SCREW SWAG			2.00
	SCREW SWAG			1.50
	NUT GROUNDING SCREW			.20
	SCREW			1.00
	SCREW BINDING			1.00
	DISC LOCKING FRONT ARM			1.60
	SPROCKET ASSY TAKE UP			41.75
	SCREW SWAG			1.60
	BELT FLAT			14.00
	WASHER LOCK			2.00
	SCREW			1.00

SCHEDULE 26 MASON CITY SCHOOL DIST. MAY 23, 1972
 DETAILED ANALYSIS OF CAPITAL OUTLAY

70810.00	NEW EQUIPMENT FOR ADMIN.			
70811.02	NEW INST.EQUIP. FOR HIGH SCH.			
FOR LANG.	SENIOR HIGH SCHOOL	STD FURNITURE LIST FORG L.	\$	60.00
STC. STU.		STD FURNITURE SOC. STD		508.50
MATH		STD FURNITURE MATH		900.00
SCIENCE		ACME VISIBLE RECORDS INC		40.00
		073 CENCO ORDERING FORM		16.00
		073 SIX RANGE METER		80.00
		073 6 INCH DYNASCOPE TELES		199.95
		003 D-FRAME AQUATIC NOT		10.25
		003 EVOLUTION OF MAN		40.00
		088 CENCO ORDERING FORM		19.95
		003 CENCO EQUIP FORM		28.85
		003 CAUTION LABEL DISPENSO		18.50
		003 COAT		10.00
		003 INTERVAL TIMER		11.20
		061 ATOMIC ORBITAL MODELS		36.50
		061 ATOMIC ORBITAL MODELS		22.05
		061 ATOMIC ORBITAL MODELS		43.20
		092 OFF FURN SUPPLY LIST		50.00
		003 OFF FURN SUPPLY LIST		96.00
		092 CENCO LIST		49.55
		044 OFF FURN SUPPLY LIST		8.00
		092 CULTURE DISH 8 INCH		119.22
		075 CARBOY 2 GAL SPIGOT		23.80
		044 CENCO EQUIP FORM		57.40
		031 OFF FURN SUPPLY LIST		90.00
		075 WATER ANALYSIS KIT \$		275.00
		092 CULTURE DISH 8 INCH		59.61
		039 OFF FURN SUPPLY LIST		60.00
		061 OFF FURN SUPPLY LIST		127.00
		061 LENS 4-INCH F2.8 \$		28.00
		061 80-SLIDE TRAY \$		5.00
		061 FILM-STEP PROJ		70.00

STAFF TRACT OF MIS CERTIFICATED PERSONNEL

An integral part of the educational Management Information System under development is the certificated personnel involved in the learning experiences of students. Historically, there has developed an exactness in the gathering of data related to certificated personnel. These data have been used by state departments of education to develop necessary statistics to show the type of teaching personnel in the state, the costs of instruction in the state, and the comparative measures between states. School districts and school buildings use personnel data for similar purposes, but at their own respective levels of education.

The growing complexities of education create the necessity and urgency of making more educational decisions at the building level. One type of data necessary in aiding decision-making is that on certificated personnel. A problem is all of the data required usually are not available at any one site. Desired data may be located within the state department, at two or more locations in a central administration complex, and at the building level.

The multiplicity of certificated personnel data sources and the need to make administrative decisions based upon relevant facts creates at least two problems for the principal at the building level:

1. What procedure does the principal use to collect and compile certificated personnel data into a useful form for decision-making?
2. What does the principal relate the certificated personnel data to so he can make educational decisions?

The first problem can be solved through data processing techniques. Various modifications of this procedure have already been developed to a high degree and are used by many schools to handle the large amount of paper work and calculations necessary to administer educational enterprises.

The second problem is not as easily resolved. The school administrator can use personnel data to determine overall costs of personnel to the school district. He can determine items such as median age, sex, number of college credits, and years of teaching experience. It is difficult for any school administrator to use only this type of information in order to make the sound educational decisions that are necessary today and in the more complex educational situations of tomorrow. To aid the principal in making educational decisions using certificated personnel data, it will

be necessary for him to relate it to the learning environment in his building. The learning environment is determined by the curriculum students, teacher, space, and time.

In order to provide decision-makers with pertinent information on certificated personnel showing the interrelationships of other resources, it is necessary to collect data from the four sources identified below. After collection, the data is incorporated into the Management Information System data bank which is used to generate four output documents to aid in decision-making.

The four sources of information are:

1. The School Master Schedule
2. The Iowa Professional School Employees Data Sheet (IPSEDS)
3. The Teacher Salary Support Program form
4. The district overhead cost for each certificated employee.

The four output documents provided are:

1. Teacher Salary Utilization By Program
2. Summary of Teacher Utilization By Program Area
3. Distribution of Teacher Salaries By Program Area
4. Summary of Teacher Salary Distribution By Program Area.

144

INPUT SOURCES

The computer generated School Master Schedule is the main input document, since it reflects the educational program of the school. The master schedule provides information describing the educational program utilization of students, teachers, space and time. All input is related to it to provide output.

The School Master Schedule provides the following data necessary to this tract:

1. The Program Area of each course-phase
2. Course-Phase
3. Time scheduled for each course-phase
4. Number of students in each course-phase
5. The percent of teacher instructional time
6. Percent of teacher time spent in coordination and planning
7. Teacher name
8. Teacher identification number.

The Iowa Professional School Employee Data Sheet (IPSEDS) is a form used by the Iowa Department of Public Instruction to collect data about each professional employee in the state. This form was originally developed by the Iowa Educational Information Center and then revised by the Department of Public Instruction in 1970. The form currently being used is shown as Figure 4. The IPSEDS form provides the total salary each certificated employee will receive during the current contract period and demographic data about each employee. After the professional employee has once completed the form, it is automatically updated, verified, and modified each year by the employee.

The Teacher Salaries for Support Programs form is used to gather salary information for program areas supporting the educational program. Supporting programs are not provided for in the Master School Schedule. Examples of support programs are administration, guidance, and athletics.

The information required is provided by the central business office on the form presented in Figure 5. The information required to complete the form is teacher identification number, teacher name, program area and the employee's salary allocated to the program. Space is available for four support programs for each employee.

The contracted salary shown on the IPSEDS form does not provide the total contracted salary cost to the school district for each certificated personnel. In order to determine the actual total contracted salary cost it is necessary to obtain the overhead salary cost for each employee. This cost is provided by the business office; it includes social security, state retirement, insurance costs, and any other fringe benefit costs. The overhead salary cost is a constant dollar amount for each employee.

STATE OF IOWA DEPARTMENT OF PUBLIC INSTRUCTION

[illegible][illegible][illegible]

THE ABOVE DATA IS TRUE, COMPLETE, AND CORRECT TO MY KNOWLEDGE.

SIGNATURE

WHITE COPY - DEPARTMENT OF PUBLIC INSTRUCTIONS
PINK COPY - COUNTY SUPERINTENDENT
YELLOW COPY - PRINCIPAL OR DEAN
BLUE COPY - RETAIN FOR YOUR PERSONAL RECORDS

TEACHER'S SALARY FOR SUPPORT PROGRAMS

7

[illegible]

OUTPUT DOCUMENTS

The data collected from the four input sources are incorporated into the MIS computer data bank which is used to generate the four output documents. A description and example of each of the four output documents is presented on the following pages. The data is related to the Master School Schedule generated by the Stanford School Scheduling System (SSSS). The schedule represents the educational program and costs for one semester.

TEACHERS' SALARY UTILIZATION

The printouts which follow were the first step in the development of cost determination for departments (program areas) and courses. Here, only the teachers' salaries, the major cost item, is included. Ultimately all costs related to the teaching of a course must be included. This is done in the program-oriented budgeting and financial accounting system of the Finance Tract.

Basically the Stanford School Scheduling System is used to distribute teachers' salaries to courses based on the time of scheduled instruction. However, it must be remembered that the flexible-modular schedule is designed to provide a major proportion of the time during the school day which is unscheduled. During unscheduled time of students and teachers, important instructional activities take place. These activities include independent study, individual student-teacher conference, small group discussions, open laboratory, teacher preparation, etc.

DISTRICT 9999
BUILDING 999
PROGRAM AREA LANG. ARTS
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
ASSIGNED NO. 01
TEACHER SALARY UTILIZATION BY P U G F A M A F E A
71-72 2ND SEM
DATE MARCH 2, 1972
PAGE NO 1

CRS NO	CRSE-PHASE	PPM	MPC	INSTRUCTIONAL CONTACT					CONTACT			TEACHER COSTS			CONTACT COSTS				
				TOT	NO	NC	PUPIL	NO	CONTACT	EXT	SALARY	COST OF	PER	PER MOD	PER PUPIL				
				MODS	SECS	PUPILS	MODS	TECHRS	PER CNT	CMP	CVHD	CONTACT	PUPIL						
21003	FU SPEECH	2	02	4	1	10	40	1	2.56				\$6,945	\$0	\$6,945	\$177	\$17.78	\$4.44	\$0.30
22003	FU SPEECH	3	04	12	1	9	108	1	7.69				\$6,945	\$0	\$6,945	\$534	\$59.34	\$4.95	\$0.33
**003 CRS TOTALS				16	2	10	148	1	10.26							\$711	\$71.19	\$4.81	\$0.32
31005	SPEECH	3	01	3	1	6	18	1	1.92				\$6,945	\$0	\$6,945	\$133	\$22.22	\$7.41	\$0.49
32005	SPEECH	2	02	4	1	6	24	1	2.56				\$6,945	\$0	\$6,945	\$177	\$29.63	\$7.41	\$0.49
33005	SPEECH	1	01	1	1	6	6	1	0.64				\$6,945	\$0	\$6,945	\$44	\$7.41	\$7.41	\$0.49
**005 CRS TOTALS				8	3	6	48	1	5.13							\$355	\$59.26	\$7.41	\$0.49
21011	DRAMA W	3	02	6	3	41	246	2	3.85				\$4,848	\$0	\$4,848	\$186	\$4.55	\$0.76	\$0.05
22011	DRAMA W	4	03	12	3	43	516	1	7.69				\$14,544	\$0	\$14,544	\$1,119	\$26.01	\$2.17	\$0.14
**011 CRS TOTALS				18	6	43	762	2	11.54							\$1,305	\$30.35	\$1.71	\$0.11
11021	READ LAB	3	02	6	18	265	1,590	1	3.85				\$99,504	\$0	\$99,504	\$3,830	\$14.46	\$2.41	\$0.16
**021 CRS TOTALS				6	18	265	1,590	1	3.85							\$3,830	\$14.46	\$2.41	\$0.16
11024	RHETORIC	3	05	15	8	422	6,330	5	9.62				\$141,701	\$0	\$141,701	\$13,631	\$32.30	\$2.15	\$0.14
**024 CRS TOTALS				15	8	422	6,330	5	9.62							\$13,631	\$32.30	\$2.15	\$0.14
31026	ENGLISH 10	2	01	2	1	122	244	3	1.28				\$14,291	\$0	\$14,291	\$192	\$1.50	\$0.75	\$0.05
32026	ENGLISH 10	3	03	9	12	128	1,152	2	5.77				\$44,076	\$0	\$44,076	\$2,543	\$19.87	\$2.21	\$0.15
33026	ENGLISH 10	3	02	6	13	129	774	2	3.95				\$83,340	\$0	\$83,340	\$3,208	\$24.87	\$4.15	\$0.28
**026 CRS TOTALS				17	26	129	2,170	4	10.90							\$5,934	\$46.01	\$2.73	\$0.18
21031	COMP	3	03	9	15	160	1,440	4	5.77				\$62,169	\$0	\$62,169	\$3,587	\$22.42	\$2.49	\$0.17
22031	COMP	3	01	3	23	160	480	6	1.02				\$111,675	\$0	\$111,675	\$2,144	\$13.40	\$4.47	\$0.30
**031 CRS TOTALS				12	44	160	1,920	6	7.69							\$5,731	\$35.82	\$2.99	\$0.20
11033	ADV ST COM	3	03	9	1	4	36	1	5.77				\$4,953	\$0	\$4,953	\$285	\$71.45	\$7.94	\$0.53
**033 CRS TOTALS				9	1	4	36	1	5.77							\$285	\$71.45	\$7.94	\$0.53
21035	C WRIT	2	01	2	1	73	146	1	1.28				\$3,965	\$0	\$3,965	\$50	\$0.70	\$0.35	\$0.02
22035	C WRIT	3	03	9	6	78	702	1	5.77				\$23,790	\$0	\$23,790	\$1,372	\$17.60	\$1.96	\$0.13
**035 CRS TOTALS				11	7	76	848	1	7.05							\$1,423	\$18.25	\$1.68	\$0.11
31038	CONV CGMP	2	01	2	1	73	146	2	1.28				\$7,746	\$0	\$7,746	\$99	\$1.36	\$0.68	\$0.05
32038	CONV COMP	3	03	9	7	75	675	2	5.77				\$27,392	\$0	\$27,392	\$1,580	\$21.07	\$2.34	\$0.16
33038	CONV CGMP	3	01	3	7	75	225	2	1.92				\$27,392	\$0	\$27,392	\$525	\$7.01	\$2.34	\$0.16
**038 CRS TOTALS				14	15	75	1,046	3	8.97							\$2,205	\$29.41	\$2.11	\$0.14
11041	IND READ	4	03	12	6	52	624	2	7.69				\$24,339	\$0	\$24,339	\$1,871	\$35.99	\$3.00	\$0.20
**041 CRS TOTALS				12	6	52	624	2	7.69							\$1,871	\$35.99	\$3.00	\$0.20
21043	AM STUDIES	4	01	4	1	177	708	2	2.56				\$11,433	\$0	\$11,433	\$292	\$1.65	\$0.41	\$0.03
22043	AM STUDIES	4	03	12	13	184	2,208	2	7.69				\$73,372	\$0	\$73,372	\$4,642	\$30.66	\$2.56	\$0.17
**043 CRS TOTALS				16	14	184	2,916	2	10.26							\$5,934	\$32.26	\$2.04	\$0.14
21045	READ ENG L	2	01	2	1	27	54	1	1.28				\$3,600	\$0	\$3,600	\$46	\$1.71	\$0.05	\$0.06
22045	READ ENG L	2	03	12	2	27	324	1	7.69				\$7,200	\$0	\$7,200	\$552	\$20.51	\$1.71	\$0.11
**045 CRS TOTALS				14	3	27	378	1	8.97							\$666	\$22.21	\$1.59	\$0.11

Teacher Salary Utilization by Program Area

The Teacher Salary Utilization by Program Area Report lists the data described below for each phase of a course. Phase data is then summarized by course and by program area.

1. DISTRICT - The number assigned to the district by the SDPI
2. BUILDING - The number assigned to the school by the SDPI
3. PROGRAM AREA - A major division of instruction such as Language, Math-Science, etc.
4. CRS NO - The three digit number assigned by the school in the flexible scheduling system to identify a course
5. COURSE-PHASE - Either the course name associated with the CRS No described in (4) above or the phase number within that course
6. INSTRUCTIONAL CONTACT DATA
 - A. PPM - Periods per meeting
 - B. MPC - Meetings per cycle
 - C. TOT MODS - The product resulting from the multiplication of the periods per meeting times the meetings per cycle
 - D. NO SECS - Number of sections. The total number of sections of this phase or course
 - E. NO PUPILS - The total number of pupils enrolled in this phase or course
 - F. PUPIL MODS - The total mods (6C) times the number of pupils (6E)
 - G. NO TECHRS - The number of teachers involved in teaching this phase or course
 - H. CONTACT PERCENT

$$\frac{\text{TOT MODS (6C)}}{\text{Total mods in cycle}}$$
7. TEACHER COSTS
 - A. SALARY - The sum of each teacher's regular salary multiplied by the number of sections in the phase or course
 - B. EXT CMP - A code number 2 or 5 indicates that extra pay is included in the regular salary figure shown under (7A) but cannot be extracted without additional information
 - C. OVHD - A school supplied overhead value in the form of fringe benefits is added to SALARY
 - D. SALARY + OVHD = SALARY (7A) + result of (7C)
 - E. COST OF CONTACT = CONTACT PERCENT (6H) X SALARY + OVHD (7D)
8. CONTACT COSTS
 - A. PER PUPIL = COST OF CONTACT (7E) \div NO PUPILS (6E)
 - B. PER PUPIL PER MOD = COST OF CONTACT (7E) \div PUPIL MODS (6F)
 - C. PER PUPIL PER MIN = Per pupil per mod (8B) divided by minutes per mod

DISTRICT 9999
BUILDING 999
PROGRAM AREA LANG. ARTS
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
TEACHER SALARY UTILIZATION BY PROGRAM AREA
71-72 2ND SEM
DATE MARCH 2, 1972
PAGE NO 2

ASSIGNED NO. 01

CPS NO	CRSE-PHASE	PPM	INSTRUCTIONAL CONTACT				TEACHER COSTS			CONTACT COSTS						
			TOT MODS	NO SECS	NO PUPILS	CONTACT MODS	EXT CMP	SALARY	ST OF CONTACT	PER PUPIL	PER MOD	PER PUPIL--				
21047	CONT FICT	1	01	1	5	77	77	2	0.64	\$26,354	\$0	\$26,354	\$168	\$2.19	\$2.19	\$0.15
22047	CONT FICT	3	01	9	5	75	684	2	5.77	\$26,354	\$0	\$26,354	\$1,520	\$20.01	\$2.22	\$0.15
**047	CRS TOTALS			10	10	77	761	2	6.41				\$1,689	\$21.94	\$2.22	\$0.15
11049	LA IND ST	3	02	6	1	4	24	1	3.85	\$4,848	\$0	\$4,848	\$186	\$46.66	\$7.78	\$0.52
**049	CRS TOTALS			6	1	4	24	1	3.85				\$186	\$46.66	\$7.78	\$0.52
21051	CON POETRY	2	01	2	1	43	86	2	1.28	\$5,905	\$0	\$5,905	\$116	\$2.71	\$1.35	\$0.09
22051	CON POETRY	4	03	12	3	44	528	2	7.69	\$14,054	\$0	\$14,054	\$1,080	\$24.56	\$2.05	\$0.14
**051	CRS TOTALS			14	4	44	614	2	8.97				\$1,197	\$27.21	\$1.95	\$0.13
21053	WORLD LIT	2	01	2	1	20	40	1	1.24	\$5,905	\$0	\$5,905	\$75	\$3.78	\$1.89	\$0.13
22053	WORLD LIT	4	03	12	2	21	252	1	7.69	\$11,410	\$0	\$11,410	\$908	\$43.25	\$3.60	\$0.24
**053	CRS TOTALS			14	3	21	292	1	8.97				\$983	\$46.85	\$3.37	\$0.22
11063	CHAMBER	3	02	6	1	12	72	1	3.85	\$4,848	\$0	\$4,848	\$186	\$15.55	\$2.59	\$0.17
**063	CRS TOTALS			6	1	12	72	1	3.85				\$186	\$15.55	\$2.59	\$0.17
11071	JOURNAL	3	04	12	1	12	144	1	7.69	\$4,010	\$0	\$4,010	\$308	\$25.70	\$2.14	\$0.14
**071	CRS TOTALS			12	1	12	144	1	7.69				\$308	\$25.70	\$2.14	\$0.14
11073	PUBLICAT	4	02	8	1	3	24	1	5.13	\$4,010	\$0	\$4,010	\$205	\$68.57	\$8.57	\$0.57
**073	CRS TOTALS			8	1	3	24	1	5.13				\$205	\$68.57	\$8.57	\$0.57
11074	PHOTO	3	03	9	1	12	117	1	5.77	\$4,010	\$0	\$4,010	\$231	\$17.80	\$1.98	\$0.13
**074	CRS TOTALS			9	1	12	117	1	5.77				\$231	\$17.80	\$1.98	\$0.13
11943	AM. ST.	4	02	12	1	0	0	1	7.69	\$5,575	\$0	\$5,575	\$428	\$0.00	\$0.00	\$0.00
**943	CRS TOTALS			12	1	0	0	1	7.69				\$428	\$0.00	\$0.00	\$0.00
11953	WORLD LIT	4	02	8	1	6	48	1	5.13	\$5,905	\$0	\$5,905	\$302	\$50.49	\$6.31	\$0.42
**953	CRS TOTALS			8	1	6	48	1	5.13				\$302	\$50.49	\$6.31	\$0.42
11971	JOURN II	3	04	12	1	0	0	1	7.69	\$4,010	\$0	\$4,010	\$308	\$0.00	\$0.00	\$0.00
**971	CRS TOTALS			12	1	0	0	1	7.69				\$308	\$0.00	\$0.00	\$0.00
***PROGRAM TOTALS			279	178	1,647	20,912	13					\$45,551	\$30.27		\$2.38	\$0.16

\$0.16

DISTRICT 9999
 BUILDING 909
 PROGRAM AREA FOREIGN LANG ASSIGNED NO. 02
 SCHOOL NAME PROGRESS CITY HIGH SCH
 T F A C H E S S A L A R Y I F L E T T I O N B Y P E R G E A V A F E E P
 71-72 2 6 5 0
 DATE MARCH 2, 1972
 PAGE NO 4

CPS NR	CRSE-PHASE	PPM	WOP	INSTRUCTIONAL CONTACT				TEACHER COSTS			UNIT COSTS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
				TOT	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO

DISTRICT 9999
BUILDING 999

SCHOOL NAME BRIGGS CITY HIGH SCHOOL

PROGRAM AREA SOC. SCIENCE ASSIGNED

TEACHERS SALARY UTILIZATION BY PROGRAM AREA

71-72 2ND SEM

DATE MARCH 2, 1972

PAGE NO 5

CRS	VC	CRSE-PHASE	PPM	MPC	INSTRUCTIONAL CONTACT				TEACHER COSTS			CONTACT COSTS						
					TOT	NO	NO	NO	EXT	SALARY	LVHD	SALARY	LVHD	EXT	PER PUPIL	PER MOD	PER MIN	
*****PROGRAM TOTALS																		
11151	GEOG	3	04	12	3	47	544	1	7.69	\$17,290	\$0	\$17,290	\$0	\$1,328	\$28.27	\$2.36	\$0.16	
**151	CRS TOTALS	12	3	47	544	1	7.69			\$1,328		\$1,328		\$1,328	\$28.27	\$2.36	\$0.16	
11158	SOC ST	2	05	10	3	21	210	1	6.41	\$10,550	\$0	\$10,550	\$0	\$676	\$32.20	\$3.22	\$0.21	
**158	CRS TOTALS	10	2	21	210	1	6.41			\$676		\$676		\$676	\$32.20	\$3.22	\$0.21	
21161	PSYCHOLOGY	2	01	2	2	150	300	2	1.25	\$22,506	\$0	\$22,506	\$0	\$293	\$1.05	\$0.98	\$0.07	
22161	PSYCHOLOGY	4	03	12	9	51	1,812	1	7.69	\$40,572	\$0	\$40,572	\$0	\$3,119	\$20.66	\$1.72	\$0.11	
**161	CRS TOTALS	14	11	151	3,112	2	8.97			\$3,413		\$3,413		\$3,413	\$22.60	\$1.62	\$0.11	
21163	SOCIOLOGY	2	01	2	2	107	214	1	1.24	\$10,106	\$0	\$10,106	\$0	\$130	\$1.22	\$0.61	\$0.04	
22163	SOCIOLOGY	4	03	12	5	103	1,308	1	7.69	\$30,598	\$0	\$30,598	\$0	\$2,352	\$21.58	\$1.80	\$0.12	
**163	CRS TOTALS	14	8	109	1,522	1	8.97			\$2,482		\$2,482		\$2,482	\$22.78	\$1.63	\$0.11	
21165	HUMANITIES	3	01	3	1	63	159	4	1.92	\$20,347	\$0	\$20,347	\$0	\$300	\$7.37	\$2.46	\$0.16	
22165	HUMANITIES	2	03	6	1	51	306	4	3.85	\$20,347	\$0	\$20,347	\$0	\$763	\$15.36	\$2.56	\$0.17	
**166	CRS TOTALS	9	2	63	465	4	5.77			\$1,174		\$1,174		\$1,174	\$22.15	\$2.52	\$0.17	
11169	WORLD ST	3	02	6	2	50	336	1	3.85	\$10,106	\$0	\$10,106	\$0	\$392	\$7.01	\$1.17	\$0.08	
**169	CRS TOTALS	6	2	50	336	1	3.85			\$392		\$392		\$392	\$7.01	\$1.17	\$0.08	
11170	WORLD HIST	3	05	15	4	82	1,230	1	6.62	\$21,352	\$0	\$21,352	\$0	\$2,054	\$25.05	\$1.67	\$0.11	
**170	CRS TOTALS	15	4	82	1,230	1	6.62			\$2,054		\$2,054		\$2,054	\$25.05	\$1.67	\$0.11	
21174	U S HIST	3	02	6	4	539	3,234	5	3.85	\$104,062	\$0	\$104,062	\$0	\$4,007	\$7.44	\$1.24	\$0.08	
22174	U S HIST	2	03	6	23	539	3,234	3	3.85	\$249,546	\$0	\$249,546	\$0	\$9,607	\$17.82	\$2.97	\$0.20	
**174	CRS TOTALS	12	27	539	6,468	6	7.69			\$13,615		\$13,615		\$13,615	\$25.26	\$2.10	\$0.14	
21197	GOVERNMENT	3	01	3	1	135	405	2	1.92	\$11,985	\$0	\$11,985	\$0	\$230	\$1.70	\$0.57	\$0.04	
22197	GOVERNMENT	3	03	6	3	139	1,251	1	5.77	\$56,025	\$0	\$56,025	\$0	\$3,232	\$22.26	\$2.58	\$0.17	
**197	CRS TOTALS	12	10	139	1,656	2	7.69			\$3,462		\$3,462		\$3,462	\$24.91	\$2.09	\$0.14	
21199	ECONOMICS	3	01	3	1	115	345	3	1.92	\$16,318	\$0	\$16,318	\$0	\$313	\$2.72	\$0.91	\$0.06	
22199	ECONOMICS	3	04	12	7	115	1,356	2	7.69	\$33,168	\$0	\$33,168	\$0	\$2,550	\$22.57	\$1.98	\$0.13	
**199	CRS TOTALS	15	8	115	1,701	4	9.62			\$2,863		\$2,863		\$2,863	\$24.90	\$1.68	\$0.11	
21797	GOVT	3	01	3	1	44	132	2	1.92	\$11,985	\$0	\$11,985	\$0	\$230	\$5.23	\$1.74	\$0.12	
22797	GOVT	3	03	9	6	50	450	2	5.77	\$23,040	\$0	\$23,040	\$0	\$1,329	\$26.59	\$2.95	\$0.20	
**797	CRS TOTALS	12	7	50	582	3	7.69			\$1,559		\$1,559		\$1,559	\$31.19	\$2.40	\$0.18	
21799	ECONOMICS	3	01	3	1	64	192	3	1.92	\$16,318	\$0	\$16,318	\$0	\$313	\$4.90	\$1.63	\$0.11	
22799	ECONOMICS	3	04	12	8	70	840	2	7.69	\$26,915	\$0	\$26,915	\$0	\$2,060	\$29.57	\$2.40	\$0.16	
**799	CRS TOTALS	15	9	70	1,032	4	9.62			\$2,383		\$2,383		\$2,383	\$34.04	\$2.31	\$0.15	
*****PROGRAM TOTALS					146	93	1,432	17,878	19		\$35,405		\$35,405		\$35,405	\$24.72	\$1.98	\$0.13

TEACHER SALARY SCHEDULE
SCHOOL NAME: PROGRESS CITY HIGH SCHOOL
PROGRAM AREA: MATHEMATICS
ASSIGNED: 11.04
DATE: MARCH 2, 1972
PAGE NO: 5

CRS NO	COURSE-PHASE	PPM	MOC	MODS	SECS	PUPILS	INSTRUCTIONAL CONTACT		EXT	TEACHER COSTS		SALARY	PER PUPIL	CONTACT COSTS		PER PUPIL	PER MOD	PER MIN
							TOT	NO		SALARY	MODS	PER		PER	MOD	PER		
11201	SPCON MATH	3	06	18	7	127	2,286	2	11.54	\$38,453	\$0	\$38,453	\$6,437	\$34.94	\$1.94	\$0.13		
**201	CRS TOTALS			18	7	127	2,286	2	11.54				\$4,437	\$34.94	\$1.94	\$0.13		
21212	ALGEBRA I	3	01	3	4	45	147	2	1.92	\$16,845	\$0	\$16,845	\$323	\$6.60	\$2.20	\$0.15		
22212	ALGEBRA I	3	03	9	4	52	463	2	5.77	\$16,845	\$0	\$16,845	\$971	\$18.69	\$2.08	\$0.14		
**212	CRS TOTALS			12	8	97	610	2	7.69				\$1,295	\$24.91	\$2.11	\$0.14		
11214	ALG II	3	03	9	1	10	171	2	5.77	\$10,625	\$0	\$10,625	\$612	\$32.26	\$3.58	\$0.24		
**214	CRS TOTALS			9	1	10	171	2	5.77				\$612	\$32.26	\$3.58	\$0.24		
11222	PL SD GEOM	3	03	9	7	182	1,638	3	5.77	\$109,277	\$0	\$109,277	\$6,305	\$34.64	\$3.85	\$0.26		
**222	CRS TOTALS			9	7	182	1,638	3	5.77				\$6,305	\$34.64	\$3.85	\$0.26		
11223	INF GEOM	2	06	12	3	40	1,068	3	7.69	\$46,833	\$0	\$46,833	\$3,601	\$40.47	\$3.37	\$0.22		
**223	CRS TOTALS			12	3	89	1,068	3	7.69				\$3,601	\$40.47	\$3.37	\$0.22		
11227	ANALY GEOM	0	00	0	1	0	0	1	0.00	\$0	\$0	\$0	\$0	\$0.00	\$0.00	\$0.00		
**227	CRS TOTALS			0	1	0	0	1	0.00				\$0	\$0.00	\$0.00	\$0.00		
11231	TOIG	3	04	12	1	13	156	1	7.69	\$6,945	\$0	\$6,945	\$534	\$41.08	\$3.42	\$0.23		
**231	CRS TOTALS			12	1	13	156	1	7.69				\$534	\$41.08	\$3.42	\$0.23		
11234	MATH ANAL2	3	04	12	1	21	252	1	7.69	\$5,473	\$0	\$5,473	\$420	\$20.04	\$1.67	\$0.11		
**234	CRS TOTALS			12	1	21	252	1	7.69				\$420	\$20.04	\$1.67	\$0.11		
11241	MATH TOPIC	3	03	9	1	5	45	1	5.77	\$4,988	\$0	\$4,988	\$287	\$57.56	\$6.40	\$0.43		
**241	CRS TOTALS			9	1	5	45	1	5.77				\$287	\$57.56	\$6.40	\$0.43		
11243	PROB & STA	3	03	9	1	24	216	1	5.77	\$5,835	\$0	\$5,835	\$336	\$14.03	\$1.56	\$0.10		
**243	CRS TOTALS			9	1	24	216	1	5.77				\$336	\$14.03	\$1.56	\$0.10		
11247	COMP PRCG	3	03	9	1	13	117	1	5.77	\$5,835	\$0	\$5,835	\$336	\$25.90	\$2.88	\$0.19		
**247	CRS TOTALS			9	1	13	117	1	5.77				\$336	\$25.90	\$2.88	\$0.19		
11713	ALG I	3	06	18	3	37	666	1	11.54	\$20,175	\$0	\$20,175	\$2,328	\$62.92	\$3.50	\$0.23		
**713	CRS TOTALS			18	3	37	666	1	11.54				\$2,328	\$62.92	\$3.50	\$0.23		
11714	ALG II	3	05	15	5	94	1,410	1	9.62	\$29,175	\$0	\$29,175	\$2,806	\$29.86	\$1.99	\$0.13		
**714	CRS TOTALS			15	5	94	1,410	1	9.62				\$2,806	\$29.86	\$1.99	\$0.13		
21813	ALG I	3	03	9	2	32	288	1	5.77	\$11,230	\$0	\$11,230	\$647	\$20.25	\$2.25	\$0.15		
22813	ALG I	3	02	6	3	35	210	1	3.85	\$16,845	\$0	\$16,845	\$648	\$18.52	\$3.09	\$0.21		
**813	CRS TOTALS			15	5	35	498	1	9.62				\$1,296	\$37.04	\$2.60	\$0.17		
11814	ALG II	3	05	15	4	55	825	1	9.62	\$27,780	\$0	\$27,780	\$2,172	\$48.59	\$3.24	\$0.22		
**814	CRS TOTALS			15	4	55	825	1	9.62				\$2,172	\$48.59	\$3.24	\$0.22		
11914	ALG II	3	05	15	3	47	705	1	9.62	\$20,175	\$0	\$20,175	\$1,540	\$41.29	\$2.75	\$0.18		
**914	CRS TOTALS			15	3	47	705	1	9.62				\$1,540	\$41.29	\$2.75	\$0.18		

DISTRICT 5000
BUILDING 500
PROGRAM AREA MATHEMATICS
SCHOOL NAME BRIGGS CITY HIGH SCHOOL
ASSIGNED NO. 04
DATE MARCH 2, 1972
PAGE NO 7

TEACHER SALARY UTILIZATION
71-72 2ND SEM
A B C A

INSTRUCTIONAL CONTACT		TEACHER COSTS		CONTACT COSTS	
TOT NO	NO PUPIL	EXT	SALARY COST OF	PER	PER PUPIL
AT CASE-PHASE PERM 4PC	NO PUPIL	NO CONTACT	SALARY + MOD	MOD	MOD
100	52	813	10, 10	10	
***PROGRAM TOTALS			\$20,213	\$25.93	\$2.74
					\$0.10

CPS NO	CRSE-PHASE	PPH	MPC	-----INSTRUCTIONAL-----				-----TEACHER COSTS-----				-----CONTACT COSTS-----					
				TOT QTR	SECS	NO PUPIL	NO CONTACT	SALARY	EXT CMT	SALARY + VMC	COST OF CONTACT	PER PUPIL	PER MOD	PER MIN			
21252	BSCS BLUE	2	01	2	2	123	2	266	2	1.28	\$21,212	\$0	\$21,212	\$271	\$2.04	\$1.02	\$0.07
22252	BSCS BLUE	4	03	12	5	131	1	1,572	1	7.69	\$24,765	\$0	\$24,765	\$1,904	\$14.54	\$1.21	\$0.08
***52	CRS TOTALS			14	7	123	2	1,838	2	8.97				\$2,175	\$16.36	\$1.18	\$0.08
11254	BSCS	4	05	20	5	131	1	2,620	1	12.82	\$31,400	\$0	\$31,400	\$4,025	\$30.73	\$1.54	\$0.10
***54	CRS TOTALS			20	5	131	1	2,620	1	12.82				\$4,025	\$30.73	\$1.54	\$0.10
21262	BSSC	3	01	3	1	83	2	249	2	3.92	\$11,578	\$0	\$11,578	\$222	\$2.68	\$0.89	\$0.06
22262	BSSC	5	03	15	6	86	1	1,290	1	9.62	\$37,590	\$0	\$37,690	\$3,624	\$42.15	\$2.81	\$0.19
***262	CRS TOTALS			18	7	86	2	1,539	2	11.54				\$3,847	\$44.73	\$2.50	\$0.17
11264	4pp	5	03	15	6	127	1	1,905	1	9.62	\$31,708	\$0	\$31,789	\$3,058	\$24.08	\$1.61	\$0.11
***264	CRS TOTALS			15	6	127	1	1,905	1	9.62				\$3,058	\$24.08	\$1.61	\$0.11
21272	CHFM	2	01	2	1	83	1	165	1	1.28	\$6,583	\$0	\$6,583	\$84	\$1.02	\$0.51	\$0.03
22272	CHFM	4	04	16	4	84	1	1,344	1	10.26	\$26,332	\$0	\$26,332	\$2,701	\$32.16	\$2.01	\$0.13
***272	CRS TOTALS			18	5	84	1	1,510	1	11.54				\$2,785	\$33.17	\$1.84	\$0.12
11282	ESS	3	02	6	1	0	4	3.85	4	3.85	\$23,789	\$0	\$23,789	\$915	\$0.00	\$0.00	\$0.00
***282	CRS TOTALS			6	1	0	4	3.85	4	3.85				\$915	\$0.00	\$0.00	\$0.00
11293	TPPS	4	03	12	1	0	1	0	1	7.69	\$6,280	\$0	\$6,280	\$482	\$0.00	\$0.00	\$0.00
***293	CRS TOTALS			12	1	0	1	0	1	7.69				\$482	\$0.00	\$0.00	\$0.00
11752	BSCS BLUE	4	05	20	5	84	2	1,080	2	12.82	\$26,900	\$0	\$26,900	\$3,448	\$41.05	\$2.05	\$0.14
***52	CRS TOTALS			20	5	84	2	1,080	2	12.82				\$3,448	\$41.05	\$2.05	\$0.14
21852	BSCS BLUE	2	01	2	2	95	2	190	2	1.28	\$21,212	\$0	\$21,212	\$271	\$2.86	\$1.43	\$0.10
22852	BSCS BLUE	4	04	16	4	93	1	1,438	1	10.26	\$22,612	\$0	\$22,612	\$2,319	\$24.95	\$1.56	\$0.10
***452	CRS TOTALS			18	6	95	2	1,678	2	11.54				\$2,591	\$27.28	\$1.54	\$0.10
11872	CHEMS	4	05	20	5	52	1	1,040	1	12.82	\$34,725	\$0	\$34,725	\$4,451	\$85.61	\$4.28	\$0.29
***072	CRS TOTALS			20	5	52	1	1,040	1	12.82				\$4,451	\$85.61	\$4.28	\$0.29
***PROGRAM TOTALS				161	49	792	13,910	11			\$27,783				\$35.08	\$2.01	\$0.13

DISTRICT 9999
BUILDING 009
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
PROGRAM AREA BUS. EDUC. ASSIGNED NO. 00
TEACHER SALARY UTILIZATION BY PROGRAM AREA
71-72 2ND SEM
DATE MARCH 2, 1972
PAGE NO 9

COS NO	INSTRUCTIONAL CONTACT										TEACHER COSTS			CONTACT COSTS		
	TOT	NO	NO	NO	NO	NO	NO	NO	NO	NO	EXT	SALARY	COST OF	PER	PER	PER
	PHASE	PPM	MPC	SECS	PUPILS	MUDS	CONTACT	CONTACT	CONTACT	CONTACT	CONTACT	CONTACT	CONTACT	CONTACT	CONTACT	CONTACT
11301 TYPING I	3	05	15	1	25	435	1	9.62			\$0	\$5,528	\$531	\$18.34	\$1.22	\$0.08
**301 CRS TOTALS			15	1	25	435	1	9.62					\$531	\$18.34	\$1.22	\$0.08
11302 INT OFF ED	2	01	2	1	2	4	1	1.24			\$0	\$3,965	\$50	\$25.38	\$12.69	\$0.85
**302 CRS TOTALS			2	1	2	4	1	1.24					\$50	\$25.38	\$12.69	\$0.85
11303 TYPING II	3	05	15	2	41	615	1	9.62			\$0	\$11,056	\$1,063	\$25.94	\$1.73	\$0.12
**303 CRS TOTALS			15	2	41	615	1	9.62					\$1,063	\$25.94	\$1.73	\$0.12
11307 COLL PR TY	3	04	12	1	7	84	1	7.69			\$0	\$5,528	\$425	\$60.73	\$5.06	\$0.34
**307 CRS TOTALS			12	1	7	84	1	7.69					\$425	\$60.73	\$5.06	\$0.34
21314 SHORTHAND	4	01	4	1	45	180	1	2.56			\$0	\$6,158	\$157	\$3.50	\$0.88	\$0.06
22314 SHORTHAND	2	05	10	2	47	470	1	6.41			\$0	\$12,316	\$789	\$16.80	\$1.68	\$0.11
**314 CRS TOTALS			14	3	47	650	1	8.97					\$947	\$20.15	\$1.46	\$0.10
21317 NOTEHAND	2	01	2	1	32	64	1	1.29			\$0	\$6,158	\$79	\$2.46	\$1.23	\$0.08
22317 NOTEHAND	2	03	6	1	30	130	1	3.85			\$0	\$4,158	\$237	\$7.90	\$1.32	\$0.09
**317 CRS TOTALS			8	2	32	194	1	5.13					\$315	\$5.87	\$1.29	\$0.09
11315 OFFICE MFC	4	05	20	2	20	400	1	12.32			\$0	\$11,056	\$1,417	\$70.87	\$3.54	\$0.24
**315 CRS TOTALS			20	2	20	400	1	12.32					\$1,417	\$70.87	\$3.54	\$0.24
31323 BKKG 2	3	01	3	1	50	150	1	1.92			\$0	\$5,760	\$110	\$3.21	\$0.74	\$0.05
32323 BKKG 2	4	02	8	3	51	408	1	5.13			\$0	\$17,280	\$886	\$17.38	\$2.17	\$0.14
33323 BKKG 2	2	02	4	4	52	208	1	2.56			\$0	\$23,040	\$589	\$11.34	\$2.84	\$0.19
**323 CRS TOTALS			15	8	52	766	1	9.62					\$1,586	\$30.52	\$2.07	\$0.14
11325 ADV BKKG	4	03	12	1	3	36	1	7.69			\$0	\$5,905	\$454	\$151.36	\$12.61	\$0.84
**325 CRS TOTALS			12	1	3	36	1	7.69					\$454	\$151.36	\$12.61	\$0.84
31326 GEN BKKG	3	01	3	1	62	186	1	1.92			\$0	\$5,760	\$110	\$1.76	\$0.59	\$0.04
32326 GEN BKKG	4	02	8	3	63	504	1	5.13			\$0	\$17,280	\$886	\$14.07	\$1.76	\$0.12
33326 GEN BKKG	2	02	4	5	64	256	1	2.56			\$0	\$28,800	\$737	\$11.52	\$2.88	\$0.19
**326 CRS TOTALS			15	9	64	946	1	9.62					\$1,734	\$27.10	\$1.83	\$0.12
21328 RECD KPPG	3	04	12	1	13	156	1	7.69			\$0	\$5,528	\$425	\$32.70	\$2.73	\$0.18
22328 RECD KPPG	3	02	6	2	14	94	1	3.85			\$0	\$11,056	\$425	\$30.40	\$5.07	\$0.34
**328 CRS TOTALS			18	3	14	240	1	11.54					\$850	\$60.77	\$3.54	\$0.24
11333 DATA PRG 2	2	04	8	1	14	112	1	5.13			\$0	\$5,905	\$307	\$21.64	\$2.70	\$0.18
**333 CRS TOTALS			8	1	14	112	1	5.13					\$307	\$21.64	\$2.70	\$0.18
11336 INTRC STFN	4	04	16	1	20	320	1	10.26			\$0	\$6,158	\$631	\$31.59	\$1.97	\$0.13
**336 CRS TOTALS			16	1	20	320	1	10.26					\$631	\$31.59	\$1.97	\$0.13
21337 COM STK EX	4	01	4	1	11	44	1	2.56			\$0	\$5,760	\$147	\$13.41	\$3.35	\$0.22
22337 COM STK EX	2	02	4	1	11	44	1	2.56			\$0	\$5,760	\$147	\$13.41	\$3.35	\$0.22
**337 CRS TOTALS			6	2	11	88	1	5.13					\$294	\$26.81	\$3.35	\$0.22

REPORT 9999
BUILDING 990
PROGRAM AREA BUS. EDUC. ASSIGNED 0.05
SCHOOL NAME BRIDGE CITY HIGH SCHOOL
TEACHER SALARY UTILIZATION
DATE MARCH 2, 1972
PAGE NO 10

CRS NO	CPSE-PHASE	PPM	MPC	MOS	SECS	INSTRUCTIONAL CONTACT			TEACHER COSTS			CONTACT COSTS			
						TOT	NO	NO	NO	NO	NO	NO	NO	NO	NO
						MO	PUPIL	MO	MO	MO	MO	MO	MO	MO	MO
11338	INTRO CLER	4	04	16	1	4	144	1	10.26	\$6,158	\$0	\$6,158	\$631	\$70.20	\$4.39
**338	CRS TOTALS			16	1	4	144	1	10.26				\$631	\$70.20	\$4.39
21341	CONS ECON	3	01	3	1	43	129	1	1.92	\$5,760	\$0	\$5,760	\$110	\$2.57	\$0.86
22341	CONS ECON	2	04	8	4	50	400	1	5.13	\$23,040	\$0	\$23,040	\$1,181	\$23.64	\$2.95
**341	CRS TOTALS			11	5	93	529	1	7.05				\$1,292	\$25.85	\$2.44
31343	BUS LAW	3	01	3	1	87	261	1	1.92	\$5,760	\$0	\$5,760	\$110	\$1.27	\$0.42
32343	BUS LAW	3	02	6	3	90	540	1	3.95	\$17,280	\$0	\$17,280	\$665	\$7.39	\$1.23
33343	BUS LAW	2	02	4	6	90	360	1	2.56	\$24,560	\$0	\$24,560	\$884	\$5.83	\$2.46
**343	CRS TOTALS			13	10	90	1,161	1	8.33				\$1,660	\$19.45	\$1.43
***PROGRAM TOTALS				218	52	505	5,774	7					\$14,192	\$29.10	\$2.10

ST. JOHN 1996
BUILDING 999
SECONDARY AREA ART
ASSIGNED NO. 02
NORTH AMERICAN PROGRESS CITY HIGH SCHOOL
DATE: MARCH 2, 1992
PAGE 12

CRS	PHASE	RAW	MPC	MOS	SRS	DUPILS	INSTRUCTIONAL CONTACT			TEACHER		SALARY		EXT	CONTACT		CONTACT COSTS	
							TOT	NO	NO	NO	NO	SALARY	NO		NO	NO	PER PUPIL	PER MIN
11-01 CRAFTS 1	6	03	18	4	48	1,224	1	11.54		\$0	\$22,440	\$2,591			\$38.12	\$2.12	\$0.14	
**01 CRS TOTALS			18	4	68	1,224	1	11.54				\$2,591			\$38.12	\$2.12	\$0.14	
11-02 CRAFTS 2	6	03	18	1	39	702	1	11.54		\$0	\$5,615	\$647			\$16.61	\$0.92	\$0.06	
**02 CRS TOTALS			18	1	39	702	1	11.54				\$647			\$16.61	\$0.92	\$0.06	
11-12 ART 10	6	03	18	2	64	1,188	1	11.54		\$0	\$13,450	\$1,552			\$23.52	\$1.31	\$0.09	
**12 CRS TOTALS			18	2	64	1,188	1	11.54				\$1,552			\$23.52	\$1.31	\$0.09	
11-14 ART 11	6	03	18	2	31	458	1	11.54		\$0	\$13,450	\$1,552			\$50.07	\$2.78	\$0.19	
**14 CRS TOTALS			18	2	31	458	1	11.54				\$1,552			\$50.07	\$2.78	\$0.19	
11-16 ART 12	6	03	18	1	18	324	1	11.54		\$0	\$6,725	\$776			\$43.12	\$2.40	\$0.16	
**16 CRS TOTALS			18	1	18	324	1	11.54				\$776			\$43.12	\$2.40	\$0.16	
11-22 ART 10	4	03	12	2	14	168	1	7.69		\$0	\$12,026	\$924			\$66.06	\$5.50	\$0.37	
**012 CRS TOTALS			12	2	14	168	1	7.69				\$924			\$66.06	\$5.50	\$0.37	
**012 CRS TOTALS			102	12	226	4,164	3					\$9,044			\$34.09	\$1.93	\$0.13	

DISTRICT 9900
 BUILDING 999
 PROGRAM AREA VCC - AGRIC. ASSIGNED NO. 09
 SCHOOL NAME PROGRESS CITY HIGH SCHOOL
 DATE MARCH 2, 1972
 PAGE NO 13

CRS NO	CRSE-PHASE	PPM	MPC	MOS	INSTRUC		CONTACT PUPIL WDS	CONTACT NO	CONTACT TECHS PER CHT	TEACHER COSTS			CONTACT COSTS					
					TOT	NO				SECS	PUPILS	NO	SALARY	OVHD	SALARY + OVHD	CCST OF CONTACT	PER PUPIL	PER MOD	PER MIN
11426	VGS AG I	4	06	24	1	3	72	1	15.38	\$5,750	\$0	\$5,750	\$884	\$294.78	\$12.28	\$0.82		
**426	CRS TOTALS			24	1	3	72	1	15.38			\$884	\$294.78	\$12.28	\$0.82			
21432	HORTICULT	4	03	12	2	35	468	1	7.68	\$11,500	\$0	\$11,500	\$884	\$22.68	\$1.89	\$0.13		
22432	HORTICULT	6	01	6	2	41	246	1	3.35	\$11,500	\$0	\$11,500	\$442	\$10.80	\$1.80	\$0.12		
**432	CRS TOTALS			18	4	41	714	1	11.54			\$1,327	\$22.37	\$1.86	\$0.12			
21444	AG MECH I	2	02	4	1	52	208	1	2.56	\$5,750	\$0	\$5,750	\$147	\$2.83	\$0.71	\$0.05		
22444	AG MECH I	5	02	10	3	51	520	1	6.41	\$17,250	\$0	\$17,250	\$1,105	\$21.26	\$2.13	\$0.14		
**444	CRS TOTALS			14	4	51	728	1	8.97			\$1,252	\$24.09	\$1.72	\$0.11			
21446	FG MECH 2	2	02	4	1	14	56	1	2.56	\$4,458	\$0	\$4,458	\$114	\$8.21	\$2.05	\$0.14		
22446	AG MECH 2	5	03	15	2	15	225	1	2.52	\$8,976	\$0	\$8,976	\$863	\$57.57	\$3.84	\$0.26		
**446	CRS TOTALS			19	3	15	281	1	12.12			\$978	\$65.23	\$3.48	\$0.23			
***PROGRAM TOTALS										75	12	111	1,795	2	\$4,442	\$40.02	\$2.48	\$0.17

SCHOOL NAME BUSINESS CITY HIGH SCHOOL
 PROGRAM AREA ARTS ASSIGNED 02.10
 PAGE NO 14

CRS	COURSE	PPM	MPC	MODS	SECS	PUPILS	INSTRUCTIONAL CONTACT			SALARY	EXP	TOTAL	PER PUPIL	CONTRACT COSTS		
							WKS	PER WKS	PER CRT					PER PUPIL	PER MOD	PER MIN
11462	WORDS 1	4	03	12	7	100	1,200	1	7.69	\$42,335	\$0	\$42,335	\$2,179	\$2,05	\$0.18	\$0.18
11462	CRS TOTALS			12	7	100	1,200	1	7.69				\$2,179	\$2,65	\$0.18	\$0.18
11464	WORDS 2	4	03	12	2	34	408	1	7.69	\$9,330	\$0	\$9,330	\$717	\$1.76	\$0.12	\$0.12
11464	CRS TOTALS			12	2	34	408	1	7.69				\$717	\$1.76	\$0.12	\$0.12
11465	WORDS 111	4	02	4	1	7	28	1	2.56	\$4,665	\$0	\$4,665	\$17.06	\$4.27	\$0.28	\$0.28
11465	CRS TOTALS			4	1	7	28	1	2.56				\$17.06	\$4.27	\$0.28	\$0.28
11466	MECH DRAW	4	04	16	3	41	656	1	10.26	\$17,715	\$0	\$17,715	\$1,817	\$2.77	\$0.18	\$0.18
11466	CRS TOTALS			16	3	41	656	1	10.26				\$1,817	\$2.77	\$0.18	\$0.18
11464	MECH DRAW2	4	04	16	1	14	224	1	10.26	\$5,905	\$0	\$5,905	\$605	\$2.70	\$0.18	\$0.18
11464	CRS TOTALS			16	1	14	224	1	10.26				\$605	\$2.70	\$0.18	\$0.18
11465	MECH DR 3	4	03	12	1	11	132	1	7.69	\$5,905	\$0	\$5,905	\$605	\$2.70	\$0.18	\$0.18
11465	CRS TOTALS			12	1	11	132	1	7.69				\$605	\$2.70	\$0.18	\$0.18
11471	MECH DES	4	03	12	1	17	204	1	7.69	\$5,905	\$0	\$5,905	\$605	\$2.70	\$0.18	\$0.18
11471	CRS TOTALS			12	1	17	204	1	7.69				\$605	\$2.70	\$0.18	\$0.18
11472	METALS 1	4	04	16	1	10	160	1	10.26	\$17,394	\$0	\$17,394	\$1,784	\$1.86	\$0.12	\$0.12
11472	CRS TOTALS			16	1	10	160	1	10.26				\$1,784	\$1.86	\$0.12	\$0.12
11474	METALS 2	4	04	16	1	10	160	1	10.26	\$5,798	\$0	\$5,798	\$594	\$3.72	\$0.25	\$0.25
11474	CRS TOTALS			16	1	10	160	1	10.26				\$594	\$3.72	\$0.25	\$0.25
11475	METALS 3	5	03	15	1	2	60	1	6.42	\$5,798	\$0	\$5,798	\$594	\$3.72	\$0.25	\$0.25
11475	CRS TOTALS			15	1	2	60	1	6.42				\$594	\$3.72	\$0.25	\$0.25
11482	BASIC ELEC	4	04	16	2	22	352	1	10.26	\$5,330	\$0	\$5,330	\$557	\$9.30	\$0.62	\$0.62
11482	CRS TOTALS			16	2	22	352	1	10.26				\$557	\$9.30	\$0.62	\$0.62
11484	ELECTRONIC	4	04	16	2	25	400	1	10.26	\$5,330	\$0	\$5,330	\$557	\$2.72	\$0.18	\$0.18
11484	CRS TOTALS			16	2	25	400	1	10.26				\$557	\$2.72	\$0.18	\$0.18
11486	ELECTRON 2	6	02	12	1	10	120	1	7.69	\$4,665	\$0	\$4,665	\$354	\$2.39	\$0.16	\$0.16
11486	CRS TOTALS			12	1	10	120	1	7.69				\$354	\$2.39	\$0.16	\$0.16
11491	CONS MECH	4	03	12	1	44	528	1	7.69	\$5,025	\$0	\$5,025	\$354	\$2.99	\$0.20	\$0.20
11491	CRS TOTALS			12	1	44	528	1	7.69				\$354	\$2.99	\$0.20	\$0.20
11492	AUTO MECH 1	4	03	12	1	26	312	1	7.69	\$36,355	\$0	\$36,355	\$2,795	\$0.73	\$0.05	\$0.05
11492	CRS TOTALS			12	1	26	312	1	7.69				\$2,795	\$0.73	\$0.05	\$0.05
11494	AUTO MEC 2	4	03	12	1	26	312	1	7.69	\$16,845	\$0	\$16,845	\$1,205	\$1.71	\$0.11	\$0.11
11494	CRS TOTALS			12	1	26	312	1	7.69				\$1,205	\$1.71	\$0.11	\$0.11
11495	BLOG TRADE	4	03	12	1	20	240	1	7.69	\$5,330	\$0	\$5,330	\$557	\$4.15	\$0.28	\$0.28
11495	CRS TOTALS			12	1	20	240	1	7.69				\$557	\$4.15	\$0.28	\$0.28

[illegible]

PRINT CODE
OFFICE
PROGRAM AREA PHYS. ED. ASSIGNED TO. 11
STUDENT NAME BRIGGS, RICHARD
DATE MARCH 2, 1972
PAGE NO. 16

CIS NO	CASE-PHASE	PPM	MOS	SPOS	PUPILS	INSTRUCTIONAL CONTACT		SALARY	EXT EMP	SALARY + EXT	TOTAL CONTACT	CONTACT COSTS		
						ICT	N. PUPIL					PER MOD	PER PUPIL	
11502	PHY ED 90Y	4	03	12	3	703	8,436	3	7.69	\$17,400	\$13,104	\$17.22	\$1.43	
11502	CSS TOTALS			12	3	703	8,436	3	7.69		\$13,104	\$17.22	\$1.43	
11504	PHY ED 90Y	4	03	12	1	53	636	3	7.69	\$19,675	\$1,513	\$24.55	\$2.38	
11504	CSS TOTALS			12	1	53	636	3	7.69		\$1,513	\$24.55	\$2.38	
11512	P E 10G	4	03	12	3	116	1,324	1	7.69	\$14,880	\$1,144	\$9.86	\$0.82	
11512	CSS TOTALS			12	3	116	1,324	1	7.69		\$1,144	\$9.86	\$0.82	
11514	P E 11G	4	03	12	3	277	3,324	1	7.69	\$24,982	\$2,405	\$10.81	\$0.90	
11514	CSS TOTALS			12	3	277	3,324	1	7.69		\$2,405	\$10.81	\$0.90	
11516	P E 12G	4	03	12	3	173	2,076	1	7.69	\$44,224	\$3,400	\$15.66	\$1.64	
11516	CSS TOTALS			12	3	173	2,076	1	7.69		\$3,400	\$15.66	\$1.64	
11912	P E 10G	4	03	12	3	105	1,324	1	7.69	\$14,880	\$1,144	\$10.90	\$0.91	
11912	CSS TOTALS			12	3	105	1,324	1	7.69		\$1,144	\$10.90	\$0.91	
***PROGRAM TOTALS											\$22,933	\$15.63	\$1.30	\$0.09

DISTRICT 9999
BUILDING 999

SCHOOL NAME: PROGRESS CITY HIGH SCHOOL

PROGRAM AREA: MUSIC INSTRUMENT ASSIGNED: A.C. 12

TEACHER SCHEDULE
DATE: MARCH 2, 1972
PAGE NO. 17

CRS	CRSF-PHASE	PPM	MDC	SECS	PUPILS	INSTRUMENTAL CONTACT		NO. PUPILS	NO. CONTACT	TEACHER COSTS			CONTACT COSTS			CONTACT COSTS		
						1ST	2ND			SALARY	FAT	CPMG	SALARY	FAT	CPMG	PER PUPIL	PER MOD	PER MIN
11524 BAND		4	06	24	1	142	1	142	2	\$11,343	\$0	\$0	\$11,343	\$0	\$0	\$12.29	\$0.51	\$0.03
**526 CRS TOTALS						24	1	142	2				\$1,744			\$12.29	\$0.51	\$0.03
11529 PERCESTPA		4	03	12	1	22	1	22	1	\$4,148	\$0	\$0	\$4,148	\$0	\$0	\$14.50	\$1.21	\$0.08
**529 CRS TOTALS						12	1	22	1				\$318			\$14.50	\$1.21	\$0.08
11530 FULL ORCH		4	02	8	1	35	1	35	1	\$4,148	\$0	\$0	\$4,148	\$0	\$0	\$5.46	\$0.68	\$0.05
**530 CRS TOTALS						8	1	35	1				\$212			\$5.46	\$0.68	\$0.05
11535 FLUTE I		2	02	4	1	10	1	10	1	\$6,225	\$0	\$0	\$6,225	\$0	\$0	\$15.64	\$3.98	\$0.27
**535 CRS TOTALS						4	1	10	1				\$159			\$15.64	\$3.98	\$0.27
11539 FLUTE 3		2	02	4	1	2	1	2	1	\$5,118	\$0	\$0	\$5,118	\$0	\$0	\$65.51	\$16.38	\$1.09
**539 CRS TOTALS						4	1	2	1				\$131			\$65.51	\$16.38	\$1.09
11540 FLUTE II		2	02	4	1	0	1	0	1	\$5,118	\$0	\$0	\$5,118	\$0	\$0	\$0.00	\$0.00	\$0.00
**540 CRS TOTALS						4	1	0	1				\$131			\$0.00	\$0.00	\$0.00
11542 OBOE		2	02	4	1	1	1	1	1	\$6,225	\$0	\$0	\$6,225	\$0	\$0	\$159.36	\$39.84	\$2.66
**542 CRS TOTALS						4	1	1	1				\$159			\$159.36	\$39.84	\$2.66
11543 BASSOON		2	02	4	1	1	1	1	1	\$6,225	\$0	\$0	\$6,225	\$0	\$0	\$159.36	\$39.84	\$2.66
**543 CRS TOTALS						4	1	1	1				\$159			\$159.36	\$39.84	\$2.66
11544 CLAR 1B2		2	02	4	1	9	2	9	2	\$11,343	\$0	\$0	\$11,343	\$0	\$0	\$32.26	\$8.07	\$0.54
**544 CRS TOTALS						4	1	9	2				\$290			\$32.26	\$8.07	\$0.54
11545 CLAR 3		2	02	4	1	4	1	4	1	\$5,118	\$0	\$0	\$5,118	\$0	\$0	\$32.76	\$8.19	\$0.55
**545 CRS TOTALS						4	1	4	1				\$131			\$32.76	\$8.19	\$0.55
11546 CLAPINET 4		2	02	4	1	2	1	2	1	\$5,118	\$0	\$0	\$5,118	\$0	\$0	\$65.51	\$16.38	\$1.09
**546 CRS TOTALS						4	1	2	1				\$131			\$65.51	\$16.38	\$1.09
11547 CLAPINET 5		2	02	4	1	3	1	3	1	\$5,118	\$0	\$0	\$5,118	\$0	\$0	\$43.67	\$10.92	\$0.73
**547 CRS TOTALS						4	1	3	1				\$131			\$43.67	\$10.92	\$0.73
11550 ALTO CLARY		2	02	4	1	3	1	3	1	\$5,118	\$0	\$0	\$5,118	\$0	\$0	\$43.67	\$10.92	\$0.73
**550 CRS TOTALS						4	1	3	1				\$131			\$43.67	\$10.92	\$0.73
11551 BASS CLARY		2	02	4	1	4	1	4	1	\$5,118	\$0	\$0	\$5,118	\$0	\$0	\$32.76	\$8.19	\$0.55
**551 CRS TOTALS						4	1	4	1				\$131			\$32.76	\$8.19	\$0.55
11552 AL SAX 1B2		2	02	4	1	5	1	5	1	\$6,225	\$0	\$0	\$6,225	\$0	\$0	\$159.36	\$39.84	\$2.66
**552 CRS TOTALS						4	1	5	1				\$159			\$159.36	\$39.84	\$2.66
11554 TENOR SAX		2	02	4	1	1	1	1	1	\$6,225	\$0	\$0	\$6,225	\$0	\$0	\$0.00	\$0.00	\$0.00
**554 CRS TOTALS						4	1	1	1				\$131			\$0.00	\$0.00	\$0.00
11555 BARITONE S		2	02	4	1	0	0	0	0	\$5,118	\$0	\$0	\$5,118	\$0	\$0	\$0.00	\$0.00	\$0.00
**555 CRS TOTALS						4	1	0	0				\$131			\$0.00	\$0.00	\$0.00

DISTRICT 9999
BUILDING 999
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
PROGRAM APEA MUSIC INSTRU ASSIGNED NO. 12

DATE "ARCH 2, 1972
PAGE NO 18

-----INSTRUCTURAL CONTACT-----										-----CONTACT COSTS-----									
CAS NO	COSE-PHASE	PPM	MPC	MODS	SECS	PUPILS	MODS	PUPILS	NO CONTACT	TOT NO PUPIL	NO CONTACT	PER PUPIL	PER MOD	PER PUPIL	PER MOD	PER PUPIL	PER MOD	PER PUPIL	PER MOD
11556	CORNET 1	2	02	4	1	7	28	1	2.56	28	1	\$18.72	\$4.68	\$18.72	\$4.68	\$18.72	\$4.68	\$18.72	\$4.68
**556 CRS TOTALS										28	1	\$18.72	\$4.68	\$18.72	\$4.68	\$18.72	\$4.68	\$18.72	\$4.68
11557	CORNET 2	2	02	4	1	2	8	1	2.56	8	1	\$65.51	\$16.38	\$65.51	\$16.38	\$65.51	\$16.38	\$65.51	\$16.38
**557 CRS TOTALS										8	1	\$65.51	\$16.38	\$65.51	\$16.38	\$65.51	\$16.38	\$65.51	\$16.38
11558	CORNET 3	2	02	4	1	2	8	1	2.56	8	1	\$65.51	\$16.38	\$65.51	\$16.38	\$65.51	\$16.38	\$65.51	\$16.38
**558 CRS TOTALS										8	1	\$65.51	\$16.38	\$65.51	\$16.38	\$65.51	\$16.38	\$65.51	\$16.38
11560	HORN 1	2	02	4	1	1	4	1	2.56	4	1	\$159.36	\$39.84	\$159.36	\$39.84	\$159.36	\$39.84	\$159.36	\$39.84
**560 CRS TOTALS										4	1	\$159.36	\$39.84	\$159.36	\$39.84	\$159.36	\$39.84	\$159.36	\$39.84
11561	HORN 2	2	02	4	1	3	12	1	2.56	12	1	\$53.12	\$13.28	\$53.12	\$13.28	\$53.12	\$13.28	\$53.12	\$13.28
**561 CRS TOTALS										12	1	\$53.12	\$13.28	\$53.12	\$13.28	\$53.12	\$13.28	\$53.12	\$13.28
11562	TRUMPET 1 & 2	2	02	4	1	5	20	1	2.56	20	1	\$21.87	\$7.97	\$21.87	\$7.97	\$21.87	\$7.97	\$21.87	\$7.97
**562 CRS TOTALS										20	1	\$21.87	\$7.97	\$21.87	\$7.97	\$21.87	\$7.97	\$21.87	\$7.97
11566	PACIT 1 & 2	2	02	4	1	6	24	1	2.56	24	1	\$26.56	\$6.64	\$26.56	\$6.64	\$26.56	\$6.64	\$26.56	\$6.64
**566 CRS TOTALS										24	1	\$26.56	\$6.64	\$26.56	\$6.64	\$26.56	\$6.64	\$26.56	\$6.64
11569	TRUMPET 1 & 2	2	02	4	1	5	20	1	2.56	20	1	\$31.87	\$7.97	\$31.87	\$7.97	\$31.87	\$7.97	\$31.87	\$7.97
**569 CRS TOTALS										20	1	\$31.87	\$7.97	\$31.87	\$7.97	\$31.87	\$7.97	\$31.87	\$7.97
11570	DRUM 1	2	02	4	1	12	48	1	2.56	48	1	\$13.28	\$3.32	\$13.28	\$3.32	\$13.28	\$3.32	\$13.28	\$3.32
**570 CRS TOTALS										48	1	\$13.28	\$3.32	\$13.28	\$3.32	\$13.28	\$3.32	\$13.28	\$3.32
11571	DRUMS 2 & 3	2	02	4	1	0	0	0	2.56	0	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
**571 CRS TOTALS										0	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11575	VIOLIN I	2	01	2	1	3	6	1	1.28	6	1	\$17.70	\$8.85	\$17.70	\$8.85	\$17.70	\$8.85	\$17.70	\$8.85
**575 CRS TOTALS										6	1	\$17.70	\$8.85	\$17.70	\$8.85	\$17.70	\$8.85	\$17.70	\$8.85
11576	VIOLIN II	2	01	2	1	0	0	0	1.28	0	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
**576 CRS TOTALS										0	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11577	VIOLIN III	2	01	2	1	1	2	1	1.28	2	1	\$26.55	\$1.77	\$26.55	\$1.77	\$26.55	\$1.77	\$26.55	\$1.77
**577 CRS TOTALS										2	1	\$26.55	\$1.77	\$26.55	\$1.77	\$26.55	\$1.77	\$26.55	\$1.77
11581	VIOLA	2	01	2	1	3	6	1	1.28	6	1	\$17.70	\$8.85	\$17.70	\$8.85	\$17.70	\$8.85	\$17.70	\$8.85
**581 CRS TOTALS										6	1	\$17.70	\$8.85	\$17.70	\$8.85	\$17.70	\$8.85	\$17.70	\$8.85
11583	CELLO I	2	01	2	1	6	12	1	1.28	12	1	\$2.85	\$0.29	\$2.85	\$0.29	\$2.85	\$0.29	\$2.85	\$0.29
**583 CRS TOTALS										12	1	\$2.85	\$0.29	\$2.85	\$0.29	\$2.85	\$0.29	\$2.85	\$0.29
11584	CELLO II	2	01	2	1	0	0	0	1.28	0	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
**584 CRS TOTALS										0	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11585	CONTRABASS	2	01	2	1	3	6	1	1.28	6	1	\$2.85	\$0.29	\$2.85	\$0.29	\$2.85	\$0.29	\$2.85	\$0.29
**585 CRS TOTALS										6	1	\$2.85	\$0.29	\$2.85	\$0.29	\$2.85	\$0.29	\$2.85	\$0.29

PAGE NC 10

\$20.40	\$1.43	\$0.10
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PAGE 22



'71

CRS #	CRSE-PHASE	INSTRUCTIONAL				CONTACT				TEACHER COSTS				CONTACT COSTS			
		TOT WKS	SEC WKS	NO DUP	NO DUP	PUPIL WKS	NO DUP	NO DUP	NO DUP	EXT CMT	NO DUP	SALARY + OVHD	NO DUP	NO DUP	NO DUP	NO DUP	
21642	I & I	3	03	9	1	27	242	1	5.77								
22642	I & I	2	02	4	1	27	108	1	2.54								
**562	CRS TOTALS			13	2	27	351	1	8.31								
21650	CJT WORK	5	05	30	1	45	1,350	1	15.22								
22650	CJT WORK	5	06	30	1	45	1,350	1	15.23								
**650	CRS TOTALS			60	2	90	2,700	1	30.45								
21742	I & I	2	02	4	1	35	140	1	2.54								
22742	I & I	3	03	9	1	35	315	1	5.77								
**742	CRS TOTALS			13	2	70	455	1	8.31								
21750	CJT WORK	4	04	24	1	100	1,400	1	15.34								
22750	CJT WORK	4	06	24	1	100	2,400	1	15.35								
**750	CRS TOTALS			48	2	200	3,800	1	30.69								
21850	CJT WORK	5	05	30	1	50	150	1	15.22								
22850	CJT WORK	5	06	30	1	50	150	1	15.23								
**850	CRS TOTALS			60	2	100	300	2	30.45								
**P-TEAM	TOTALS	164	10	214	3	214	3,510	3									

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DISTRICT	TEACHER	SCHOOL NAME	PROGRESS CITY	HIGH SCHOOL
0000				
BUILDING				
000				

71-72 21:05 PM

1972
PAGE NO 23

CRS	NO	CRSE-NO	DOM	MOS	MOS	PUPIL	MOS	PUPIL	CONTACT	TEACHER COSTS			CONTACT COSTS		
										SALARY	EXT	MOD	PER	MOD	PER	MIN
21606	0000	014	1	01	17	68	1	2.56		\$3,965	\$0	\$101	\$5.07	\$1.49	\$0.10
22806	0000	014	1	01	17	340	1	12.80		\$7,930	\$0	\$1,016	\$59.80	\$2.99	\$0.20
**406	0000	014	1	01	17	408	1	15.32				\$1,118	\$65.77	\$2.74	\$0.18
**01	0000	014	1	01	17	408	1	15.32				\$1,118	\$65.77	\$2.74	\$0.18

DISTRICT 0999
BUILDING 099
PROGRAM AREA AG. OCCUP. ASSIGNED 10.18
DATE MARCH 2, 1972
PAGE NO 24

CRS NO	CASE-PHASE	ROW	MPC	SE'S	PUPILS	MOS	TCHRS	PER	TEACHER COSTS		CONTACT COSTS	
									EXT	SALARY + CVHD	PER PUPIL	PER MOD PER MIN
21412	D E REL	5	03	14	1	25	375	1	\$3,673	\$0	\$14.13	\$0.94
22412	D E REL	3	03	9	1	45	225	1	\$3,673	\$0	\$8.48	\$0.94
***12	CRS TOTALS			23	2	25	400	1	\$7,346	\$0	\$22.61	\$0.94
21711	D E REL	5	03	14	1	0	0	1	\$6,098	\$0	\$0.00	\$0.00
22711	D E REL	3	03	9	1	0	0	1	\$6,098	\$0	\$0.00	\$0.00
***11	CRS TOTALS			23	2	0	0	1	\$12,196	\$0	\$0.00	\$0.00
21712	D E REL	5	03	14	1	37	465	1	\$6,098	\$0	\$18.92	\$1.26
22712	D E REL	3	03	9	1	34	306	1	\$6,098	\$0	\$10.35	\$1.15
***12	CRS TOTALS			23	2	71	771	1	\$12,196	\$0	\$29.27	\$2.41
***PROGRAM TOTALS							1,371	2	\$2,442		\$41.39	\$1.78

172

DISTRICT 0999
BUILDING 099
PROGRAM AREA AG. OCCUP. ASSIGNED 10.18
DATE MARCH 2, 1972
PAGE NO 25

CRS NO	CASE-PHASE	ROW	MPC	SE'S	PUPILS	MOS	TCHRS	PER	TEACHER COSTS		CONTACT COSTS	
									EXT	SALARY + CVHD	PER PUPIL	PER MOD PER MIN
11624	AG OCC	4	03	12	1	7	92	1	\$4,498	\$0	\$45.30	\$4.11
***24	CRS TOTALS			12	1	7	92	1	\$4,498	\$0	\$45.30	\$4.11
***PROGRAM TOTALS							92	1	\$4,498		\$45.30	\$4.11

DISTRICT 0000
BUILDING 000
PROGRAM AREA WORK-STUDY
SCHOOL NAME BIRMINGHAM CITY HIGH SCHOOL
SCHOOL YEAR 71-72
DATE MARCH 2, 1972
PAGE NO. 20

ASSIGNED TO 10

CRS NO	CASE-PHASE	DOW	WPC	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT WCS	TCT
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Distribution of Teacher Salaries by Program Area

The descriptions of the data items included in this report are:

1. DISTRICT - The number assigned to the district by the SDPI
2. BUILDING - The number assigned to the school by the SDPI
3. PROGRAM AREA - A major division of instruction such as Language, Math-Science, etc.
4. TCHR NO - The teacher sequence number assigned by the flexible scheduling system to uniquely identify each teacher included in the schedule
5. TEACHER NAME - The name of the teacher which corresponds to the TCHR NO described in (4) above
6. TEACHER SALARY - The regular annual salary as reported on the IPSEDS file for the teacher identified in (5) and (6) above
7. EXT CMP - A code number [2 or 3] from the IPSEDS file which indicates if the TEACHER SALARY (6) includes an amount of Extra Compensation which cannot be extracted without further information
8. OVERHEAD - A school supplied overhead value in the form of fringe benefits added to salary
9. SALARY + OVERHEAD = TEACHER SALARY (6) + OVERHEAD (8)
10. INSTRUCTIONAL CONTACT - Data pertaining to structured (in-class) teacher time and cost
 - A. MODS - The sum of the number of mods spent by a teacher in this program area in actual classroom contact
 - B. $\% = \text{MODS (10A)} \div \text{Total mods in the cycle}$
 - C. $\text{COST} = \% (10B) \times \text{SALARY} + \text{OVERHEAD (9)}$
11. COORDINATING & PLANNING - The cost of the teacher's non-structured time, i.e., SALARY + OVERHEAD (9) - COST (10C)
12. SPLIT PROG - An [X] indicates this teacher teaches in more than one program area and therefore additional cost figures are included in other program area reports

DISTRICT 9999
BUILDING 999
PROGRAM AREA LANG. ARTS
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
TEACHERS SALARIES BY PROGRAM AREA
71-72 2ND SEM
DATE MARCH 2, 1972
PAGE NO 1

TCR NO	TEACHER NAME	TEACHER SALARY	EXT CMT	OVERHEAD	SALARY + OVERHEAD	WCS	INSTRUCTIONAL CONTACT	CCST	CCRD. AND PLANNING	SPLIT PRG
000		\$0		\$0	\$0	76	23.09	\$0	\$0	X
004		\$4,353		\$0	\$4,353	105	67.31	\$3,333	\$1,634	X
009		\$4,052		\$0	\$4,052	101	64.74	\$3,206	\$1,634	X
012		\$5,526		\$0	\$5,526	112	71.75	\$3,968	\$1,493	X
019		\$3,790		\$0	\$3,790	105	67.31	\$2,551	\$1,251	X
023		\$6,945		\$0	\$6,945	68	62.92	\$4,362	\$2,639	X
033		\$4,010		\$0	\$4,010	65	41.67	\$1,070	\$2,326	X
039		\$3,600		\$0	\$3,600	57	62.18	\$2,238	\$1,332	X
043		\$5,275		\$0	\$5,275	105	67.31	\$3,550	\$1,741	X
050		\$5,528		\$0	\$5,528	108	65.23	\$1,827	\$1,714	X
052		\$4,146		\$0	\$4,146	100	64.10	\$2,654	\$1,410	X
056		\$5,905		\$0	\$5,905	106	67.55	\$4,012	\$1,772	X
059		\$5,575		\$0	\$5,575	12	7.64	\$428	\$5,185	X
064		\$3,673		\$0	\$3,673	104	66.67	\$2,448	\$1,139	X
074		\$3,965		\$0	\$3,965	92	58.57	\$2,538	\$1,665	X
081		\$4,225		\$0	\$4,225	105	67.31	\$4,100	\$2,054	X
085		\$4,845		\$0	\$4,845	84	63.85	\$2,510	\$1,939	X
105		\$3,673		\$0	\$3,673	104	65.67	\$2,448	\$1,139	X
PROGRAM AREA TOTALS		\$92,504		\$0	\$92,504	1,636	58.37	\$48,210	\$32,067	

177

DISTRICT 9999
BUILDING 999
PROGRAM AREA FOREIGN LANG ASSIGNED 11. 02
TEACHERS SALARIES BY PROGRAM AREA
71-72 2ND SEM
DATE MARCH 2, 1972
PAGE NO 2

TCR NO	TEACHER NAME	TEACHER SALARY	EXT CMT	OVERHEAD	SALARY + OVERHEAD	WCS	INSTRUCTIONAL CONTACT	CCST	CCRD. AND PLANNING	SPLIT PRG
000		\$0		\$0	\$0	12	7.66	\$0	\$0	X
015		\$4,146		\$0	\$4,146	96	55.13	\$2,246	\$1,867	X
024		\$4,348		\$0	\$4,348	90	51.25	\$2,229	\$2,131	X
027		\$5,123		\$0	\$5,123	18	11.54	\$707	\$5,458	X
028		\$4,146		\$0	\$4,146	100	64.10	\$2,658	\$1,493	X
037		\$6,725		\$0	\$6,725	66	42.31	\$2,645	\$3,901	X
077		\$5,615		\$0	\$5,615	90	57.65	\$3,239	\$2,414	X
PROGRAM AREA TOTALS		\$31,117		\$0	\$31,117	452	41.30	\$12,879	\$17,264	

DISTRICT 9999
BUILDING 000

SCHOOL NAME BRIGGS CITY HIGH SCHOOL

71-72 2ND SEM

DATE MARCH 2, 1972

PAGE NO 3

PROGRAM AREA SOC. SCIENCE ASSISTANT 111.00

TEACHER NO	TEACHER NAME	TEACHER SALARY	EXT FUND	VERHEAD	SALARY + VERHEAD	WDCS	INSTRUCTIONAL CONTACT PCNT	COST	COORD. AND PLANNING	SPLIT PFCG
000		\$0		\$0	\$0	48	20.77	\$0	\$0	X
001		\$5,110		\$0	\$5,110	154	103.00	\$5,110	\$51	X
019		\$5,225		\$0	\$5,225	12	35.38	\$523	\$4,660	X
037		\$5,225		\$0	\$5,225	156	100.00	\$5,225	\$62	X
042		\$5,225		\$0	\$5,225	72	50.00	\$2,612	\$2,880	X
045		\$5,225		\$0	\$5,225	70	44.23	\$2,161	\$2,989	X
057		\$5,225		\$0	\$5,225	48	34.41	\$1,675	\$2,243	X
062		\$5,225		\$0	\$5,225	77	55.77	\$3,471	\$2,601	X
065		\$5,225		\$0	\$5,225	50	37.10	\$2,218	\$1,653	X
066		\$5,225		\$0	\$5,225	9	5.77	\$212	\$3,028	X
075		\$5,225		\$0	\$5,225	44	24.23	\$1,458	\$3,693	X
081		\$5,225		\$0	\$5,225	10	4.41	\$245	\$6,528	X
084		\$5,225		\$0	\$5,225	78	50.00	\$2,764	\$2,764	X
097		\$5,225		\$0	\$5,225	112	71.75	\$3,232	\$1,307	X
099		\$5,225		\$0	\$5,225	9	5.77	\$270	\$1,939	X
108		\$5,225		\$0	\$5,225	9	5.77	\$245	\$4,750	X
111		\$5,225		\$0	\$5,225	27	15.28	\$522	\$3,146	X
PROGRAM AREA TOTALS		\$5,225		\$0	\$5,225	1,001	41.14	\$34,472	\$44,494	

178

DISTRICT 9999
BUILDING 000

SCHOOL NAME BRIGGS CITY HIGH SCHOOL

71-72 2ND SEM

DATE MARCH 2, 1972

PAGE NO 3

PROGRAM AREA MATHEMATICS ASSISTANT 111.00

TEACHER NO	TEACHER NAME	TEACHER SALARY	EXT FUND	VERHEAD	SALARY + VERHEAD	WDCS	INSTRUCTIONAL CONTACT PCNT	COST	COORD. AND PLANNING	SPLIT PFCG
000		\$0		\$0	\$0	12	7.69	\$0	\$0	X
001		\$5,225		\$0	\$5,225	120	76.92	\$4,200	\$1,314	X
005		\$5,225		\$0	\$5,225	63	35.62	\$2,476	\$2,334	X
016		\$5,225		\$0	\$5,225	50	27.60	\$2,330	\$2,414	X
046		\$5,225		\$0	\$5,225	104	65.23	\$4,309	\$1,005	X
053		\$5,225		\$0	\$5,225	72	46.15	\$3,208	\$3,661	X
053		\$5,225		\$0	\$5,225	105	69.23	\$3,344	\$1,275	X
060		\$5,225		\$0	\$5,225	69	43.45	\$2,477	\$2,421	X
085		\$5,225		\$0	\$5,225	108	66.22	\$3,453	\$1,447	X
PROGRAM AREA TOTALS		\$5,225		\$0	\$5,225	510	57.69	\$26,655	\$16,691	

DISTRICT 9999
BUILDING 999
PROGRAM AREA SCIENCE
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
TEACHERS BY PROGRAM
71-72 2ND SEM
DATE MARCH 2, 1972
PAGE NO 5

TEACHER NAME	TEACHER SALARY	EXT CARE	OVERHEAD	SALARY + OVERHEAD	WDS	INST-UTL PCT	CONTRACT COST	CO. AND PLANNING	SPLIT PRG
000	\$0		\$0	\$0	20	12.82	\$0	\$0	X
001	\$5,250		\$0	\$5,250	100	64.10	\$4,025	\$2,261	X
002	\$6,250		\$0	\$6,250	6	3.85	\$245	\$6,264	X
003	\$6,125		\$0	\$6,125	65	42.31	\$2,785	\$3,818	X
004	\$6,125		\$0	\$6,125	24	55.13	\$3,707	\$3,026	X
005	\$6,125		\$0	\$6,125	100	64.10	\$4,451	\$2,500	X
006	\$6,125		\$0	\$6,125	93	50.62	\$3,158	\$2,172	X
007	\$6,125		\$0	\$6,125	78	59.00	\$2,826	\$2,827	X
008	\$6,125		\$0	\$6,125	105	67.31	\$4,227	\$2,072	X
009	\$6,125		\$0	\$6,125	74	47.44	\$2,349	\$2,625	X
PROGRAM AREA TOTALS	\$55,175		\$0	\$55,175	724	50.27	\$25,750	\$27,565	

179

DISTRICT 9999
BUILDING 999
PROGRAM AREA BUS. EDUC.
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
TEACHERS BY PROGRAM
71-72 2ND SEM
DATE MARCH 2, 1972
PAGE NO 5

TEACHER NAME	TEACHER SALARY	EXT CARE	OVERHEAD	SALARY + OVERHEAD	WDS	INST-UTL PCT	CONTRACT COST	CO. AND PLANNING	SPLIT PRG
013	\$5,528		\$0	\$5,528	45	28.85	\$1,504	\$3,580	X
025	\$3,045		\$0	\$3,045	7	1.28	\$50	\$2,815	X
026	\$5,740		\$0	\$5,740	50	57.44	\$3,373	\$2,477	X
047	\$5,905		\$0	\$5,905	20	12.82	\$767	\$5,196	X
049	\$5,528		\$0	\$5,528	70	42.72	\$2,402	\$2,875	X
079	\$6,158		\$0	\$6,158	64	41.73	\$2,521	\$3,633	X
105	\$5,740		\$0	\$5,740	88	54.61	\$3,249	\$2,534	X
PROGRAM AREA TOTALS	\$35,604		\$0	\$35,604	365	35.26	\$13,611	\$23,510	

DISTRICT 9909
BUILDING 999
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
PROGRAM AREA 0808
ASSIGNED NO. 07
DATE MARCH 2, 1972
PAGE NO 7

TCR NO	TEACHER NAME	TEACHER SALARY	EXT CMP	VEHICLE	SALARY + OVERHEAD	MODS	INSTRUCTIONAL PCNT	CONTACT COST	COORD. AND PLANNING	SPLIT PROG
000		\$0		\$0	\$0	4	2.56	\$0	\$0	X
014		\$5,118		\$0	\$5,118	92	59.97	\$3,014	\$2,150	X
021		\$6,439		\$0	\$6,439	4	2.56	\$164	\$6,309	X
035		\$3,686		\$0	\$3,686	123	72.85	\$3,126	\$872	X
045		\$3,700		\$0	\$3,700	60	57.69	\$2,186	\$1,630	X
064		\$3,673		\$0	\$3,673	116	74.24	\$2,731	\$955	X
109		\$4,953		\$0	\$4,953	108	69.23	\$3,428	\$1,535	X
PROGRAM AREA TOTALS					\$27,027	537	49.19	\$13,739	\$13,451	

180

DISTRICT 9909
BUILDING 999
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
PROGRAM AREA ART
ASSIGNED NO. 08
DATE MARCH 2, 1972
PAGE NO 8

TCR NO	TEACHER NAME	TEACHER SALARY	EXT CMP	OVERHEAD	SALARY + OVERHEAD	MODS	INSTRUCTIONAL PCNT	CONTACT COST	COORD. AND PLANNING	SPLIT PROG
029		\$5,615		\$0	\$5,615	90	57.69	\$3,239	\$2,414	X
072		\$6,725		\$0	\$6,725	90	57.69	\$3,879	\$2,892	X
108		\$6,013		\$0	\$6,013	24	15.38	\$924	\$4,750	X
PROGRAM AREA TOTALS					\$18,353	204	43.59	\$8,000	\$10,056	

DISTRICT 9999
BUILDING 999DISTRIBUTION OF TEACHER SALARIES BY PROGRAM AREA
SCHOOL NAME PROGRESS CITY HIGH SCHOOL

PROGRAM AREA VOC. AGRIC. ASSIGNED NO. 09

71-72 2ND SEM

DATE MARCH 2, 1972
PAGE NO 9

TCR NO	TEACHER NAME	TEACHER SALARY	EXT CMP	OVERHEAD	SALARY + OVERHEAD	NOVS	INSTRUCTIONAL CONTACT PCNT	COST	COORD. AND PLANNING	SPLIT PROG
072	SLEISTER	\$4,488		\$0	\$4,488	34	21.79	\$577	\$3,186	X
076	SHADLE	\$5,750		\$0	\$5,750	94	60.26	\$3,464	\$2,300	
PROGRAM AREA TOTALS					\$10,238	128	41.05	\$4,200	\$5,486	

181

DISTRICT 9999
BUILDING 999DISTRIBUTION OF TEACHER SALARIES BY PROGRAM AREA
SCHOOL NAME PROGRESS CITY HIGH SCHOOL

PROGRAM AREA IND. ARTS ASSIGNED NO. 10

71-72 2ND SEM

DATE MARCH 2, 1972
PAGE NO 10

TCR NO	TEACHER NAME	TEACHER SALARY	EXT CMP	OVERHEAD	SALARY + OVERHEAD	NOVS	INSTRUCTIONAL CONTACT PCNT	COST	COORD. AND PLANNING	SPLIT PROG
002		\$5,515		\$0	\$5,515	60	28.46	\$2,159	\$3,481	X
017		\$5,708		\$0	\$5,708	79	50.64	\$2,936	\$2,899	X
022		\$5,905		\$0	\$5,905	84	53.45	\$3,179	\$2,775	X
082		\$5,905		\$0	\$5,905	88	56.41	\$3,331	\$2,598	X
101		\$4,645		\$0	\$4,645	76	44.72	\$2,272	\$2,425	X
102		\$5,025		\$0	\$5,025	72	40.15	\$2,319	\$2,714	X
106		\$4,665		\$0	\$4,665	52	32.33	\$1,554	\$3,126	X
PROGRAM AREA TOTALS					\$37,578	511	46.70	\$17,582	\$20,019	

DISTRICT 0990
BUILDING 000
PROGRAM AREA PHYS. ED.
DISTRICT 0990
BUILDING 000
SCHOOL NAME BRIDGE CITY HIGH SCH
PROGRAM AREA PHYS. ED.
ASSIGNED 11. 11

TEACHERS BY PROGRAM AREA

DATE MARCH 2, 1972
PAGE NO 11

TCMR NO	TEACHER NAME	TEACHER SALARY	EXT CMT	VERHEAD	SALARY + OVERHEAD	WDS	INSTRUCTIONAL CONTACT PCMT	COST	COORD. AND PLANNING	SPLIT PRCG
007		\$4,725		\$0	\$4,725	108	69.23	\$4,655	\$2,085	X
020		\$4,328		\$0	\$4,328	108	69.23	\$2,596	\$1,342	X
026		\$4,725		\$0	\$4,725	108	69.23	\$4,655	\$2,085	X
051		\$4,725		\$0	\$4,725	108	69.23	\$4,309	\$1,930	X
063		\$2,976		\$0	\$2,976	60	29.40	\$1,144	\$1,845	X
085		\$5,528		\$0	\$5,528	96	61.54	\$3,401	\$2,156	X
117		\$2,976		\$0	\$2,976	60	30.46	\$1,144	\$1,845	X
PROGRAM AREA TOTALS					\$35,423	648	59.34	\$21,055	\$13,288	

182

DISTRICT 0990
BUILDING 000
PROGRAM AREA MUSIC INSTRU
DISTRICT 0990
BUILDING 000
SCHOOL NAME BRIDGE CITY HIGH SCH
PROGRAM AREA MUSIC INSTRU
ASSIGNED 11. 12

TEACHERS BY PROGRAM AREA

DATE MARCH 2, 1972
PAGE NO 12

TCMR NO	TEACHER NAME	TEACHER SALARY	EXT CMT	VERHEAD	SALARY + OVERHEAD	WDS	INSTRUCTIONAL CONTACT PCMT	COST	COORD. AND PLANNING	SPLIT PRCG
005		\$4,725		\$0	\$4,725	72	46.15	\$2,872	\$3,262	X
030		\$5,118		\$0	\$5,118	76	48.72	\$2,493	\$2,661	X
040		\$4,725		\$0	\$4,725	54	21.75	\$903	\$3,028	X
PROGRAM AREA TOTALS					\$15,401	182	34.89	\$6,024	\$9,051	

DISTRICT 9999
BUILDING 900
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
DATE MARCH 2, 1972
PAGE NO 15

PROGRAM AREA TRADES ASSOCIATION 15

TCMP NO	TEACHER NAME	TEACHERS EXT SALARY	EXT CAP	WAGEHEAD	SALARY + WAGEHEAD	MOOS	INSTRUCTIONAL CONTACT PCNT	COST	CURRD. AND PLANNG	SPLIT PRCG
000		\$0		\$0	\$0	100	69.23	\$0	\$0	X
000		\$4,454		\$0	\$4,454	26	16.87	\$1,082	\$5,454	X
110		\$0		\$0	\$0	20	19.23	\$0	\$0	X
PROGRAM AREA TOTALS		\$4,454		\$0	\$4,454	146	25.04	\$2,275	\$5,454	

DISTRICT 9999
BUILDING 900

SCHOOL NAME PROGRESS CITY HIGH SCHOOL

PROGRAM AREA COOP OFF ED ASSIG ED NO. 16

TCMP NO	TEACHER NAME	TEACHERS EXT SALARY	EXT CAP	WAGEHEAD	SALARY + WAGEHEAD	MOOS	INSTRUCTIONAL CONTACT PCNT	COST	CURRD. AND PLANNG	SPLIT PRCG
025		\$3,915		\$0	\$3,915	44	29.21	\$1,318	\$2,815	X
PROGRAM AREA TOTALS		\$3,915		\$0	\$3,915	44	29.21	\$1,318	\$2,815	

DISTRICT 0000
BUILDING 009
PROGRAM AREA 0.E. COND
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
ASSIGNED NO. 17
DATE MARCH 2, 1972
PAGE NO 17

TCMR NO	TEACHER NAME	TEACHER SALARY	EXT CMP	OVERHEAD	SALARY + OVERHEAD	WDS	INST-UTL-NTL CONTACT PCT	COST	COOPD. AND PLANNING	SPLIT PRG
094		\$6,058		\$0	\$6,058	48	20.77	\$1,876	\$4,269	X
114		\$3,673		\$0	\$3,673	24	15.35	\$564	\$3,122	X
PROGRAM AREA TOTALS					\$9,731	72	23.08	\$2,455	\$7,391	

185

DISTRICT 9909
BUILDING 000
PROGRAM AREA AG. OCCUP.
SCHOOL NAME PROGRESS CITY HIGH SCHOOL
ASSIGNED NO. 18
DATE MARCH 2, 1972
PAGE NO 18

TCMR NO	TEACHER NAME	TEACHER SALARY	EXT CMP	OVERHEAD	SALARY + OVERHEAD	WDS	INST-UTL-NTL CONTACT PCT	COST	COOPD. AND PLANNING	SPLIT PRG
072		\$4,498		\$0	\$4,498	12	7.69	\$345	\$3,185	X
PROGRAM AREA TOTALS					\$4,498	12	7.69	\$345	\$3,186	

D I S T R I B U T I O N O F T E A C H E R S A L A R I E S B Y P R O G R A M A R E A

DISTRICT 9909
BUILDING 999
SCHOOL NAME DEGGESS CITY HIGH SCHOOL
DATE MARCH 2, 1972
PAGE NO 1

71-72 2ND SEM

TCMR NO	TEACHER NAME	TEACHER SALARY	EXT CMT	OVERHEAD	SALARY + OVERHEAD	MODS	INSTRUCTIONAL CONTACT PCNT	CCST	COORD. AND PLANNING	SF.I. PROG
010		\$4,508		\$0	\$4,508	60	38.46	\$1,733	\$2,795	X
070		\$3,600		\$0	\$3,600	36	23.08	\$830	\$2,772	X
103		\$4,328		\$0	\$4,328	48	30.77	\$1,331	\$3,030	X
107		\$5,275		\$0	\$5,275	36	23.08	\$1,217	\$4,062	X
112		\$4,348		\$0	\$4,348	30	19.23	\$836	\$3,522	X
PROGRAM AREA TOTALS		\$22,059		\$0	\$22,059	210	26.92	\$5,938	\$16,191	

186

S U M M A R Y O F T E A C H E R S A L A R Y D I S T R I B U T I O N B Y P R O G R A M A R E A

DISTRICT 9909
BUILDING 999
SCHOOL NAME DEGGESS CITY HIGH SCHOOL
DATE MARCH 2, 1972
PAGE NO 1

71-72 2ND SEM

PROGRAM AREA	NO TCMS	TEACHER SALARY	OVERHEAD	SALARY + OVERHEAD	MODS	INSTRUCTIONAL CONTACT PCNT	COST	COORD. AND PLANNING
LANG. ARTS	18	\$82,564	\$0	\$82,564	1,639	58.37	\$48,210	\$32,067
FOREIGN LANG	7	\$31,117	\$0	\$31,117	452	41.39	\$12,879	\$17,264
SOC. SCIENCE	17	\$84,279	\$0	\$84,279	1,091	41.14	\$34,672	\$44,494
MATHEMATICS	9	\$46,204	\$0	\$46,204	910	57.69	\$26,655	\$16,651
SCIENCE	10	\$55,175	\$0	\$55,175	728	46.67	\$25,750	\$27,565
BUS. EDUC.	7	\$38,604	\$0	\$38,604	385	35.26	\$13,611	\$23,510
HOME ECON.	7	\$27,937	\$0	\$27,937	537	49.18	\$13,739	\$13,451
ART	3	\$19,352	\$0	\$19,352	204	43.59	\$8,000	\$10,056
VOC. ACPIC.	2	\$10,238	\$0	\$10,238	128	41.03	\$4,200	\$5,486
IND. ARTS	7	\$37,578	\$0	\$37,578	511	46.79	\$17,582	\$20,019
PHYS. ED.	7	\$35,483	\$0	\$35,483	648	59.34	\$21,055	\$13,288
MUSIC INSTRU	3	\$15,491	\$0	\$15,491	182	38.89	\$6,024	\$9,051
MUSIC VOCAL	2	\$12,450	\$0	\$12,450	92	29.49	\$3,671	\$8,840
DRIVER EDUC.	6	\$32,845	\$0	\$32,845	505	53.95	\$17,719	\$11,897
TRADES & IND	3	\$6,403	\$0	\$6,403	164	35.04	\$2,275	\$3,454
CCOP OFF ED	1	\$3,965	\$0	\$3,965	44	28.21	\$1,118	\$2,815
D.F. COOP	2	\$9,771	\$0	\$9,771	72	23.08	\$2,255	\$7,391
AG. OCCUP.	1	\$4,488	\$0	\$4,488	12	7.69	\$345	\$3,186
WORK-STUDY	5	\$22,059	\$0	\$22,059	210	26.92	\$5,938	\$16,181
OTHER	26	\$133,710	\$0	\$133,710	106	2.61	\$3,485	\$69,526
SCHOOL TOTAL	143	\$708,834	\$0	\$708,834	8,520	38.19	\$270,703	\$358,232

TEACHER MASTER FILE

The Iowa Educational Information Center's efforts in the creation of a teacher master file is briefly illustrated in the following pages. The file when completed will have the capability of being continuously updated and will be directly related to the other four MIS tracts. It will contain demographic data, salary and evaluation data, history of the teacher in the building, and other information useful to local school administrators.

The unique qualities of this file are:

1. The relation of every item to the other four areas of a MIS through the use of a computer.
2. The inclusion of career as operations.
3. The inclusion of professional status and publications.
4. The recording of teacher salary costs by program area and position for four years.
5. The inclusion of actual costs of the teacher for absences due to personal, professional and illness.
6. The filing of a complete performance appraisal by the teacher, department chairman, and principal.

Copies of the instructions and the form used by the pilot school to collect some of the data to be included in the teacher master file are shown on the pages following. Because this segment of the project has not been completed, no actual output can be shown. However, items such as performance appraisal and teacher appraisal guide tools have been developed. Examples of the projected computer printouts are included.

The teacher master file is (1) comprehensive, (2) updated continuously, and (3) useful to school administrators in personnel decision-making. Also, the file, when related to other areas of the MIS through use of computer statistical analysis and plotting, will provide an immediacy and an accuracy in personnel information not previously available to local administrators.

Example 1

<u>INSTITUTION</u>	<u>STATE</u>	<u>EDUCATION</u>					<u>TOT SEM Hrs.</u>
		<u>DEGREE</u>	<u>YEAR</u>	<u>MAJOR</u>	<u>SEM Hrs.</u>	<u>MINOR SEM Hrs.</u>	
Council Bluffs	Iowa		1950				
U.N. Northern Ia.	Iowa	BA	1956	Soc. Sci	50	Saf. Ed.	33
Drake	Iowa	MA	1962	Guidance	38		127
UN of Iowa	Iowa		1963	Phy. Ed.	5		38
Europe			1968		2		5
							2

SEMESTER HOURS LEFT TO MET DISTRICT BARRIER - 4 HOURS.

Example 2

<u>PROGRAM</u>	<u>POSITION</u>	<u>DISTRICT COSTS // 1970-71</u>				<u>CONTRACT DAYS</u>
		<u>SCED STEP</u>	<u>SALARY</u>	<u>DIST. OVHD.</u>	<u>TOTAL</u>	
Soc. Sci.	PRG. CHRMN	B-8	\$8000	\$900	\$8900	180
Soc. Sci.	TEACHER		1500		1500	180
Soc. Sci.	SUM CURR		1000		1000	14
Athletics	FB COACH		1500		1500	50
TOTALS		B-8	\$12,000	\$900	\$12,900	XXX

188

SAME INFORMATION FOR PRECEDING THREE YEARS

TEACHER ABSENCE -1

<u>YEAR</u>	<u>DAYS</u>	<u>PERSONAL</u>		<u>PROFESSIONAL</u>		<u>ILLNESS</u>		<u>TOTALS</u>
		<u>COST</u>	<u>SUB.</u>	<u>DAYS</u>	<u>TCHR</u>	<u>COST</u>	<u>DAYS</u>	<u>COST</u>
1969-70	3	\$120.00	\$75.00	2	\$80.00	\$50.00	4	\$160.00
1968-69							9	\$585.00

SICK DAYS REMAINING - 19

Example 4

PERFORMANCE APPRAISAL 1970-71

<u>COURSE</u>	<u>EVALUATOR</u>	<u>ASPIRATION/POTENTIAL</u>	<u>LG</u>	<u>SG</u>	<u>LAB.</u>	<u>I.S.</u>	<u>DEVELOPMENT</u>		<u>AVG.</u>
							<u>OBS.</u>	<u>MEAS.</u>	
M. HIST.	SELF	4	5	3	5	3	3	3	3
	DEPT. CH.	3	2	5	5	5	5	4	4
	PRIN.	5	2	5	5	5	4	4	5
B COACH	SELF	5	5	5		5	5	5	5
	DEPT. CH.	3	3	3		2	3	3	3
	PRIN.	2	1	2		1	1	1	1

Example 5

TEACHER APPRAISAL GUIDE - 1970-71

PROGRAM	EVALUATOR	A										B										C										→
		1	2	3	4	5	10	AVG.				1	2	3	4	5	10	AVG.				1	2	3	4	5	10	AVG.				
Soc St.	SELF	5	7	3		x	x	3				x	x	x								x	x	x								
	CHR	5	3	4		x	x	3				x	x	x								x	x	x								
	PRIN	5	3	3		x	x	3				x	x	x								x	x	x								
Athletics	SELF	x	x	x		x	x	x				x	x	x								x	x	x								
	CHR	x	x	x		x	x	x				x	x	x								x	x	x								
	PRIN	x	x	x		x	x	x				x	x	x								x	x	x								

SAME INFORMATION FOR PRECEDING TWO YEARS

MIS Personnel Subsystem

Teacher Salary Allocation Procedure

Purpose: The Teacher Salary Allocation job matches the teaching schedule to salaries of teachers and produces a cost of teacher contact by phase, course, program area and school. The costs of contact are reported on a per pupil, per mod and per minute basis. In addition a distribution of teacher salaries by program area is produced.

Procedure:

The steps required to process the salary allocation reports are listed below. Detailed JCL and deck set-up information is in the section following titled 'JOB Set-up'.

1. Teacher identification and salary data may be obtained in either of two ways:
 - A. Provided by school and keypunched (Format SA -4) or
 - B. Run program 'MIS009' against the Iowa Professional School Employees Data Sheet (IPSEDS) file and pull the applicable teacher salary and identification data. This program lists and punches (Format SA -4) the information needed as input to the Salary Allocation Program.
2. Punch a deck of master schedule cards (Format SA -5) and listing of the master schedule from the school's current Flexible scheduling output Master schedule file. Use program 'MISES01A'. See documentation for 'MISES01A'.
3. Determine the applicable teacher's Flexible scheduling assigned teacher sequence number and keypunch into the teacher salary card. If step 1A above is used, all data must be keypunched. If step 1B is used, it is necessary to only keypunch the assigned teacher sequence number as the other data has been punched as output in the 'MIS009' program.
4. Obtain the deck of team teacher (Format SA -3) punched from program 'MISES01E'. See documentation for 'MISES01E'.
5. The school determines the program areas they wish identified. Program area header cards are keypunched (Format SA -2) and inserted into the master schedule deck in front of the course-phase cards applicable to that program area.

6. A school header card (Format SA-1) is keypunched and inserted in the deck to provide run parameters for the school.
7. Run the Teacher Salary Utilization program (MIS010) to produce:
 - A. Teacher Salary Utilization By Program Area (Format SA-10).
 - B. Summary of Teacher Salary Utilization by Program Area (Format SA-11).
 - C. Distribution of Teacher Salaries by Program Area (Format SA-12).
 - D. Summary of Teacher Salary Distribution by Program Area (Format SA-13).

MIS Personnel Subsystem

Teacher Salary Allocation Procedure

JØB Set-up:

Procedure step 1B (if used):

```
//PULLIP JØB (Local parameters)
//IPSEDS EXEC FORTRAN
//FORT.SYSIN DD *
```

(MIS009 Source program deck)

```
/*
//GO.FT01F001 DD (data set specifications for current IPSEDS file)
//GO.FT06F001 DD SYSOUT=A
//GO.FT07F001 DD SYSOUT=B
```

Procedure step 2:

See JCL and job set-up for MISES01A.

Procedure step 4:

See JCL and job set-up for MISES01E. Use team teacher deck only (Room teams not used in the Salary Allocation System).

Procedure step 7:

```
//MIS JØB (Local parameters)
//SALALLØC EXEC CØBFCLG, TIME.GØ=3, REGION.GØ=74K
//CØB.SYSIN DD *
(Salary Allocation source program deck (MIS010))
/*
//LKED.SYSIN DD *
('STAMP' object program deck) See STAMP program documentation
/*
```

```
//GØ.SYSØUT DD SYSØUT=A
//GØ.SYSØUTC DD SYSØUT=C
//GØ.SYSØUTD DD SYSØUT=D
//GØ.SYSØUTE DD SYSØUT=E
//GØ.SYSIN DD *
```

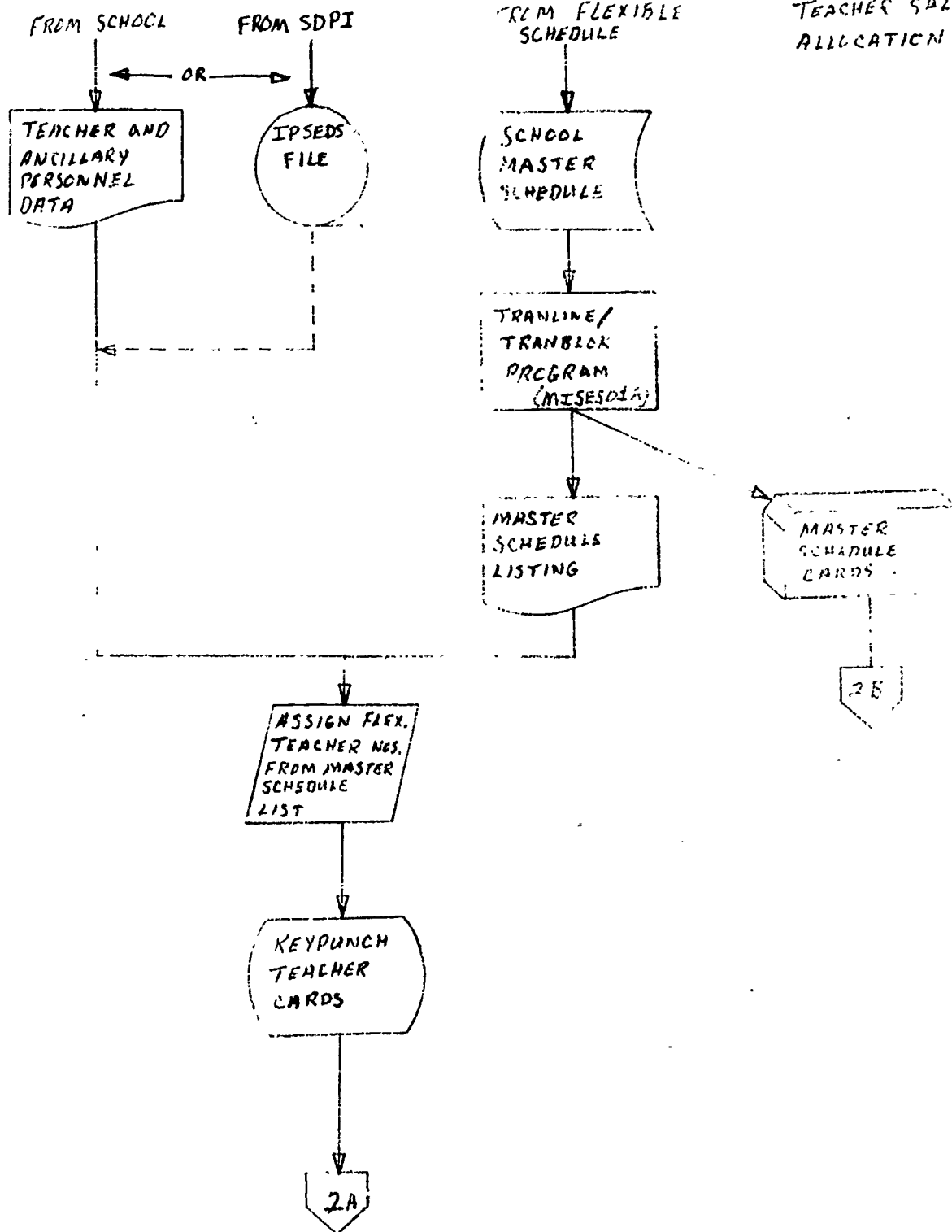
School parameter card-See MIS010 Format SA -1. Teacher team deck in course number order-See MIS010 Format SA -3. Salary card deck in teacher Sequence Number order-See MIS010 Format SA -4.

Repeat
for all
Program
areas

{ Program area header - See MIS010 Format SA -2.
Course-phase Master schedule cards pertaining to program area in header card in course number order-See MIS010 Format SA -5.

/*

MLS TEACHER SALARY ALLOCATION



FROM FLEX. SCHED.
(MISESOLE)

TEAM TEACHERS
(CRS. NO. ORDER)

2A

TEACHER AND
ANCILLARY
DATA CARDS

195

2B

MASTER SCHED.
CARDS (CRS. NO.
AND PHASE NO.
ORDER)

PARAMETERS

PROGRAM AREA
CARDS (IDENTIFY
COURSE BY PROG.
AREA)

TEACHER
SALARY
UTILIZATION
BY PROGRAM
AREA (MISESOLE)

TEACHER
SALARY
UTILIZATION
REPORT AND
SUMMARY

DISTRIBUTION OF
TEACHER
SALARIES
REPORT AND
SUMMARY

TO SCHOOL

VI

FACILITIES UTILIZATION

To secure maximum flexibility from the room allocation file of the Management Information System, it is necessary to secure a tie between enrollment, room numbers, square feet in each room, school desired or actual capacity for each room, and room type for each room in the building. A detailed description of room types can be obtained from Monograph IV of the MIS series.

It will be helpful for an investigator to use office records for the above mentioned data whenever possible. It might also be helpful to the reader to examine a doctoral dissertation conducted in 1971 at The University of Iowa by Holbert Miller, entitled "An Investigation of the Effect on School Building Utilization Caused by a Change in Scheduling Procedures." This thesis can be obtained from the University of Iowa library.

The printouts which follow provide an indication of room utilization and occupancy. Facilities utilization refers to the percent of time the room is actually used for some scheduled activity. Room occupancy refers to the percent to which student stations in a room are actually used.

MASON CITY HIGH SCHOOL

JANUARY 4, 1972

PAGE 3

FACILITY UTILIZATION ANALYSIS PROGRAM

TABLE 2A UTILIZATION FOR ALL ROOMS BASED ON ACTUAL CONTINUED

ROOM	PD 1	PD 2	PD 3	PD 4	PD 5	PD 6	PD 7	PD 8	PD 9	PD 10	PD 11	PD 12	PD 13	PD 14
154	28.79	28.79	28.79	28.79	33.33	33.33	33.33	33.33	33.33	33.33	33.33	33.33	33.33	33.33
155	22.76	22.76	22.76	22.76	25.61	25.61	25.61	25.61	25.61	25.61	25.61	25.61	25.61	25.61
156	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85
157	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48
158	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11
159	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95
160	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67
201	63.16	63.16	63.16	63.16	63.16	63.16	63.16	63.16	63.16	63.16	63.16	63.16	63.16	63.16
202	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14
203	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88
204	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59
205	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67
206	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26
207	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62
208	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91
209	48.84	48.84	48.84	48.84	48.84	48.84	48.84	48.84	48.84	48.84	48.84	48.84	48.84	48.84
210	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47
211	54.90	54.90	54.90	54.90	54.90	54.90	54.90	54.90	54.90	54.90	54.90	54.90	54.90	54.90
212	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21
213	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50
214	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67
215	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33
216	4.40	4.40	4.40	4.40	4.40	4.40	4.40	4.40	4.40	4.40	4.40	4.40	4.40	4.40
217	27.46	27.46	27.46	27.46	27.46	27.46	27.46	27.46	27.46	27.46	27.46	27.46	27.46	27.46
218	73.53	73.53	73.53	73.53	73.53	73.53	73.53	73.53	73.53	73.53	73.53	73.53	73.53	73.53
219	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05
220	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00
221	92.42	92.42	92.42	92.42	92.42	92.42	92.42	92.42	92.42	92.42	92.42	92.42	92.42	92.42
222	73.33	73.33	73.33	73.33	73.33	73.33	73.33	73.33	73.33	73.33	73.33	73.33	73.33	73.33
223	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88
224	49.29	49.29	49.29	49.29	49.29	49.29	49.29	49.29	49.29	49.29	49.29	49.29	49.29	49.29
TOT	49.29	50.93	48.58	43.59	42.23	41.41	37.48	34.14	36.72	37.13	43.11	42.76	43.47	43.58

E A C I L I T I E S U T I L I Z A T I O N A N A L Y S I S P R O G R A M

TABLE 2A UTILIZATION FOR ALL ROOMS BASED ON ACTUAL

ROOM	PD 15	PD 16	PD 17	PD 18	PD 19	PD 20	PD 21	PD 22	PD 23	PD 24	PD 25	PD 26	TOT
001	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.54
004	44.44	44.44	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.18
004	22.22	0.0	0.0	13.33	13.33	13.33	31.11	31.11	0.0	0.0	0.0	0.0	27.56
047	0.0	0.0	0.0	50.00	50.00	50.00	14.29	14.29	14.29	92.86	92.86	92.86	44.00
150A	63.79	0.0	0.0	0.0	50.00	50.00	98.28	98.28	50.00	50.00	48.28	48.28	50.27
056	0.0	4.47	4.47	4.47	0.0	13.41	49.19	49.19	46.75	24.80	24.80	24.80	19.84
060	34.38	0.0	0.0	0.0	40.63	40.63	65.63	65.63	37.50	37.50	12.50	12.50	53.97
109	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.62
110	0.0	0.0	0.0	0.0	2.82	2.82	0.23	0.23	2.35	1.64	0.94	0.94	16.53
111	10.59	10.59	0.0	0.0	12.94	12.94	5.88	7.06	1.18	100.00	100.00	100.00	29.55
112	0.0	0.0	0.0	0.0	0.0	9.27	17.25	17.25	17.25	8.10	1.56	1.56	18.42
114	0.0	0.0	0.0	0.0	36.76	36.76	36.76	36.76	36.76	36.76	36.76	36.76	27.75
115	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	42.86
119	30.21	30.21	0.0	0.0	37.50	37.50	37.50	37.50	20.31	20.31	45.31	45.31	35.42
120	13.64	13.64	13.64	63.64	50.00	50.00	50.00	50.00	63.64	13.64	13.64	13.64	35.63
121	12.12	0.0	0.0	50.00	50.00	50.00	50.00	50.00	50.00	0.0	0.0	0.0	28.09
122	47.53	47.53	47.53	47.53	64.20	77.18	77.18	77.18	20.37	20.37	20.37	20.37	41.26
123	5.77	31.41	39.10	39.10	37.82	12.18	4.49	4.49	3.21	3.21	3.21	3.21	30.37
127	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35.58
128	23.33	23.33	15.00	15.00	15.00	15.00	16.67	16.67	96.67	96.67	96.67	96.67	46.83
129	0.0	0.0	0.0	36.11	36.11	36.11	0.0	0.0	88.89	88.89	88.89	88.89	57.26
130	16.67	16.67	16.67	16.67	19.05	19.05	19.05	19.05	76.19	76.19	76.19	76.19	59.34
131	30.30	30.30	0.0	0.0	57.58	57.58	57.58	57.58	57.58	57.58	57.58	57.58	34.38
132	0.0	0.0	0.0	61.54	61.54	61.54	61.54	61.54	56.41	56.41	56.41	56.41	43.00
133	0.0	58.82	58.82	58.82	58.82	50.00	50.00	50.00	82.35	82.35	82.35	82.35	45.85
134	28.57	0.0	0.0	0.0	25.71	25.71	14.29	14.29	40.95	43.81	59.05	59.05	35.02
135	69.44	0.0	0.0	0.0	44.44	44.44	44.44	44.44	50.00	50.00	61.11	61.11	23.80
136	21.21	21.21	21.21	21.21	33.33	72.73	72.73	72.73	0.0	0.0	19.70	19.70	35.08
137	25.86	25.86	25.86	25.86	0.0	0.0	0.0	0.0	0.0	0.0	16.09	16.09	29.05
138	9.80	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	23.83
139	0.0	0.0	0.0	74.36	74.36	74.36	74.36	74.36	74.36	74.36	74.36	74.36	31.86
141	22.92	0.0	0.0	12.50	12.50	12.50	35.42	35.42	35.42	72.92	72.92	72.92	38.46
142	0.0	0.0	83.33	83.33	83.33	83.33	0.0	0.0	77.78	77.78	77.78	77.78	55.98
143	47.31	47.31	47.31	47.31	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	30.77
0144	67.71	0.0	0.0	27.08	27.08	77.08	77.08	77.08	64.58	64.58	64.58	64.58	51.32
0146	59.38	0.0	0.0	0.0	0.0	0.0	82.29	82.29	82.29	83.33	83.33	83.33	50.72
0147	0.0	0.0	0.0	0.0	0.0	50.00	50.00	50.00	92.86	92.86	92.86	92.86	54.40
149	35.92	47.25	54.21	39.64	43.04	31.23	39.81	20.39	0.0	0.0	6.96	6.96	26.84
151	44.44	0.0	0.0	83.33	83.33	50.00	50.00	50.00	44.44	44.44	44.44	44.44	41.79
152	65.48	65.48	0.0	0.0	77.38	77.38	77.38	77.38	39.29	39.29	39.29	39.29	38.97
153	64.39	0.0	0.0	0.0	83.33	83.33	34.09	34.09	11.36	11.36	75.76	75.76	41.67

MASON CITY HIGH SCHOOL

JANUARY 4, 1972

PAGE 5

FACILITIES UTILIZATION ANALYSIS PROGRAM

TABLE 2A UTILIZATION FOR ALL ROOMS BASED ON ACTUAL--CONTINUED--

ROOM	PD 15	PD 16	PD 17	PD 18	PD 19	PD 20	PD 21	PD 22	PD 23	PD 24	PD 25	PD 26	TOT
154	U.C.	36.36	36.36	36.36	36.36	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	30.54
155	71.97	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	83.33	83.33	83.33	83.33	48.95
156	15.85	15.85	15.85	15.85	4.88	4.88	33.33	33.33	33.33	21.95	21.95	21.95	20.70
157	38.46	38.46	38.46	38.46	50.00	50.00	50.00	50.00	U.C.	92.31	92.31	92.31	48.72
158	85.19	U.C.	U.C.	U.C.	31.48	31.48	64.81	33.33	33.33	64.81	64.81	64.81	56.62
159	19.21	19.21	18.55	18.55	U.C.	4.52	4.52	9.04	4.52	4.52	U.C.	U.C.	6.64
160	39.47	U.C.	U.C.	U.C.	76.32	76.32	76.32	76.32	92.11	92.11	92.11	92.11	69.09
201	36.67	U.C.	U.C.	U.C.	50.00	50.00	50.00	50.00	50.00	U.C.	U.C.	U.C.	40.71
202	50.60	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	42.11	42.11	42.11	42.11	43.52
203	23.53	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	48.21	73.21	75.00	75.00	40.38
204	U.C.	U.C.	28.26	28.26	28.26	28.26	79.71	79.71	47.06	100.00	100.00	100.00	43.10
205	50.00	36.11	36.11	36.11	U.C.	U.C.	56.33	56.33	79.71	79.71	79.71	79.71	42.56
206	80.43	34.78	34.78	34.78	U.C.	26.09	26.09	26.09	58.33	52.08	52.08	52.08	39.98
207	66.67	U.C.	33.33	33.33	33.33	69.04	35.71	35.71	71.74	71.74	71.74	71.74	60.70
208	45.06	32.54	14.46	38.02	51.23	51.23	48.41	21.34	16.67	59.52	59.52	59.52	36.81
210	U.C.	46.38	46.38	46.38	U.C.	70.29	76.29	76.29	U.C.	16.84	16.84	16.84	34.28
216	U.C.	47.37	89.47	89.47	89.47	89.47	78.95	78.95	78.95	42.11	42.11	42.11	66.60
217	U.C.	U.C.	U.C.	68.63	68.63	68.63	35.29	35.29	35.29	97.06	97.06	97.06	47.74
218	42.11	70.18	70.18	70.18	U.C.	70.18	70.18	70.18	U.C.	65.79	65.79	65.79	50.88
219	63.75	U.C.	U.C.	U.C.	U.C.	41.25	41.25	41.25	U.C.	23.75	23.75	23.75	46.11
223	32.00	32.00	32.00	32.00	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	34.46
224	83.33	83.33	83.33	83.33	83.33	83.33	U.C.	U.C.	52.56	52.56	52.56	52.56	55.56
28A	9.18	8.18	U.C.	15.09	15.09	15.09	18.24	18.24	15.09	31.76	64.78	64.78	17.67
218A	39.86	U.C.	U.C.	34.78	U.C.	U.C.	U.C.	47.83	47.83	26.23	36.23	36.23	18.98
219A	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	50.00	50.00	50.00	5.77
28B	50.00	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	40.63	40.63	40.63	18.63
39A	26.47	U.C.	13.24	13.24	13.24	13.24	57.35	57.35	57.35	57.35	50.00	50.00	42.19
248B	80.43	U.C.	U.C.	U.C.	U.C.	U.C.	36.23	36.23	U.C.	U.C.	U.C.	U.C.	12.64
215B	U.C.	U.C.	U.C.	U.C.	28.57	28.57	28.57	28.57	48.21	48.21	50.00	50.00	20.60
219	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	31.25	31.25	31.25	70.45
601	48.00	48.00	48.00	48.00	26.50	26.50	26.50	26.50	50.00	50.00	50.00	50.00	58.15
602	46.97	46.97	46.97	46.97	33.33	33.33	33.33	33.33	28.48	98.48	98.48	98.48	69.70
504	79.69	79.69	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	29.81
605	38.33	38.33	38.33	38.33	83.33	83.33	83.33	83.33	71.67	71.67	71.67	71.67	63.59
450	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	U.C.	4.05
500	65.79	U.C.	U.C.	U.C.	50.00	50.00	98.28	98.28	50.00	50.00	48.28	48.28	50.27
TOT	27.74	16.14	14.60	20.98	24.06	27.67	32.33	30.49	30.75	35.13	36.02	36.02	33.14

MASON CITY HIGH SCHOOL

JANUARY 4, 1972

PAGE 6

FACILITIES UTILIZATION ANALYSIS PROGRAM

TABLE 3A UTILIZATION BASED ON ACTUAL FOR ROOM TYPE 1 ACADEMIC CLASSROOM

ROOM	PD 1	PD 2	PD 3	PD 4	PD 5	PD 6	PD 7	PD 8	PD 9	PD 10	PD 11	PD 12	PD 13	PD 14
001	83.33	83.33	23.33	23.33	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67
004	23.33	23.33	23.33	23.33	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67
044	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67
047	39.29	39.29	39.29	39.29	85.71	85.71	85.71	85.71	85.71	85.71	85.71	85.71	85.71	85.71
150A	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67
056	23.17	23.17	23.17	23.17	23.17	23.17	23.17	23.17	23.17	23.17	23.17	23.17	23.17	23.17
060	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
115	42.86	42.86	42.86	42.86	42.86	42.86	42.86	42.86	42.86	42.86	42.86	42.86	42.86	42.86
1144	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38
1146	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00
1147	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
149	7.28	7.28	7.28	7.28	7.28	7.28	7.28	7.28	7.28	7.28	7.28	7.28	7.28	7.28
151	48.89	48.89	48.89	48.89	48.89	48.89	48.89	48.89	48.89	48.89	48.89	48.89	48.89	48.89
153	53.03	53.03	53.03	53.03	53.03	53.03	53.03	53.03	53.03	53.03	53.03	53.03	53.03	53.03
156	22.76	22.76	22.76	22.76	22.76	22.76	22.76	22.76	22.76	22.76	22.76	22.76	22.76	22.76
157	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85	53.85
158	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48	81.48
159	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11	3.11
160	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95	78.95
202	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14	57.14
1223	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88	55.88
2264	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59	61.59
2265	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67
2266	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26	78.26
2267	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62	47.62
2268	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91	55.91
2269	68.84	68.84	68.84	68.84	68.84	68.84	68.84	68.84	68.84	68.84	68.84	68.84	68.84	68.84
2270	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47	89.47
2271	54.94	54.94	54.94	54.94	54.94	54.94	54.94	54.94	54.94	54.94	54.94	54.94	54.94	54.94
2272	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21	84.21
2273	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50
2274	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50	62.50
2275	27.68	27.68	27.68	27.68	27.68	27.68	27.68	27.68	27.68	27.68	27.68	27.68	27.68	27.68
2276	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05	19.05
2277	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88	46.88
TOT	38.29	41.77	38.96	28.24	36.73	36.66	32.08	27.26	35.84	37.79	37.94	31.16	36.06	37.52

MASON CITY HIGH SCHOOL

JANUARY 4, 1972

PAGE 7

FACILITIES UTILIZATION ANALYSIS PROGRAM

TABLE 3A UTILIZATION BASED ON ACTUAL PER ROOM TYPE: 1 ACADEMIC CLASSROOM

ROOM	PD 15	PD 16	PD 17	PD 18	PD 19	PD 20	PD 21	PD 22	PD 23	PD 24	PD 25	PD 26	TOT
101													
104	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	11.54
104	22.22	22.22	22.22	22.22	22.22	22.22	22.22	22.22	22.22	22.22	22.22	22.22	27.18
107	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	27.58
15A	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	44.09
156	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	51.27
163	34.38	34.38	34.38	34.38	34.38	34.38	34.38	34.38	34.38	34.38	34.38	34.38	19.84
115	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	53.97
114A	67.71	67.71	67.71	67.71	67.71	67.71	67.71	67.71	67.71	67.71	67.71	67.71	42.86
146	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	59.38	51.32
147	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	50.72
149	35.92	35.92	35.92	35.92	35.92	35.92	35.92	35.92	35.92	35.92	35.92	35.92	54.40
151	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	26.84
153	64.39	64.39	64.39	64.39	64.39	64.39	64.39	64.39	64.39	64.39	64.39	64.39	41.79
156	15.85	15.85	15.85	15.85	15.85	15.85	15.85	15.85	15.85	15.85	15.85	15.85	41.67
157	38.46	38.46	38.46	38.46	38.46	38.46	38.46	38.46	38.46	38.46	38.46	38.46	24.72
158	85.19	85.19	85.19	85.19	85.19	85.19	85.19	85.19	85.19	85.19	85.19	85.19	48.72
159	19.21	19.21	19.21	19.21	19.21	19.21	19.21	19.21	19.21	19.21	19.21	19.21	58.62
160	39.47	39.47	39.47	39.47	39.47	39.47	39.47	39.47	39.47	39.47	39.47	39.47	6.64
202	23.53	23.53	23.53	23.53	23.53	23.53	23.53	23.53	23.53	23.53	23.53	23.53	60.39
203	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	4.38
205	57.41	57.41	57.41	57.41	57.41	57.41	57.41	57.41	57.41	57.41	57.41	57.41	43.10
206	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	42.56
207	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	39.98
208	45.76	45.76	45.76	45.76	45.76	45.76	45.76	45.76	45.76	45.76	45.76	45.76	36.81
210	46.38	46.38	46.38	46.38	46.38	46.38	46.38	46.38	46.38	46.38	46.38	46.38	34.28
216	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	43.39
217	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	42.11	66.60
218	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	63.75	47.74
219	39.86	39.86	39.86	39.86	39.86	39.86	39.86	39.86	39.86	39.86	39.86	39.86	56.88
219A	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	46.11
1388	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	15.98
2188	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	80.43	5.77
2158	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	18.63
219	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	14.54
456	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	20.60
456	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	7.45
456	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	44.44	4.05
TOT	33.94	16.17	14.13	22.02	22.80	29.88	4.11	35.04	28.05	36.90	36.85	36.85	32.66

MASCH CITY HIGH SCHOOL

JANUARY 4, 1972

PAGE 31

FACILITIES UTILIZATION ANALYSIS PROGRAM

SUMMARY OF GENERAL ROOM OCCUPANCY

ROOM	TYPE	STATIONS	OCCUPANCY
001	1	5	11.54
004	1	15	43.59
044	1	15	42.31
047	1	14	57.69
150A	1	29	57.69
056	1	41	73.08
060	1	16	72.44
109	16	23	35.26
110	16	142	48.72
111	16	85	47.44
112	10	142	55.13
116	4	34	53.85
115	1	14	53.85
119	7	32	76.92
120	7	33	57.69
121	7	33	46.15
122	7	27	58.33
123	14	26	61.54
127	8	18	53.85
128	8	23	75.64
129	8	18	69.23
130	8	21	76.92
131	8	22	50.64
132	8	13	48.72
133	8	17	56.41
134	4	35	57.69
135	4	30	37.18
136	4	22	51.28
137	4	29	49.36
138	4	17	42.31
139	2	39	57.69
141	12	8	53.85
142	13	30	64.10
143	13	31	41.63
0144	1	16	73.08
0146	1	80	67.31
0147	1	14	63.46
149	1	103	48.72
151	1	15	76.51
152	12	14	46.15
153	1	22	70.51

MASON CITY HIGH SCHOOL

JANUARY 4, 1972

PAGE 32

E A C I L I T I E S U T I L I Z A T I O N A N A L Y S I S P R O G R A M

SUMMARY OF GENERAL ROOM OCCUPANCY - CONTINUED---

ROOM	TYPE	STATIONS	OCCUPANCY
154	13	33	38.46
155	13	22	51.28
156	1	41	63.46
157	1	13	64.11
6158	1	18	69.23
6159	1	177	57.65
6160	1	19	82.69
201	13	31	57.69
201	13	19	65.38
202	1	28	59.62
6203	1	34	80.77
6204	1	23	53.85
1205	1	24	51.54
1206	1	21	82.69
1207	1	28	53.85
208	1	189	54.49
21	1	23	51.92
1216	1	19	76.92
1217	1	17	69.23
1218	1	19	75.60
1219	1	41	69.23
223	13	25	41.63
224	13	12	64.11
138A	4	53	53.22
208A	1	23	38.46
219A	1	19	5.77
136B	1	16	33.97
339	2	34	73.68
218B	1	23	21.51
215B	1	28	38.46
519	1	8	9.62
601	11	104	69.23
603	11	33	76.92
604	11	32	46.15
605	11	31	84.62
456	1	16	74.15
500	5	29	57.69
TOTAL OCCUPANCY			55.70

VII

PUPIL TRACT AREA SURVEY

This survey was developed as a cooperative effort of Mason City administrators, counselors and teachers, and the IEIC staff. Most of the items included result from teachers' requests for information about students that would help them do a better job of planning instruction to meet the needs of students. The remainder of the items were included at the request of Mason City administrators and counselors. (See Pupil Tract Area Survey - Second Edition. IEIC-MIS Monograph VI.)

Information from this survey is disseminated to administrators, counselors, and teachers upon request. Frequency distributions for responses to survey items are made for various groups and subgroups: school, grade level, students enrolled in courses of a department, students enrolled in courses, and students enrolled in particular sections of courses. The master schedule from Stanford School Scheduling System is used to select students in the various groups mentioned.

MIS PUPIL SUBSYSTEM STUDENT SURVEY

The student survey comprises a major method of gathering information from each pupil. Following is an overview of the MIS approach to processing this information in order to maximize its usefulness. Analyses are made which relate the results to the district, schools, program areas, courses, and teachers. For convenience, a complete flowchart of the steps involved in processing the information is included in Table

In a typical district, the survey is given to each high school and to each contributing junior high. In some cases, however, it is given only to those students that will be attending a particular high school during the next year. Although each student supplies his ID (which is necessary for processing), his name may remain anonymous throughout the system.

The survey instrument consists of a questionnaire booklet and corresponding answer sheet. The questionnaire may have from 1 to 80 items, and each item may have from 1 to 10 foils. Answer sheets are optically scanned by an IBM 1230 scoring machine, which punches each student's choice for each item onto a computer card. These computer cards are kept separate for each school until they are processed by the program REFORMAT which arranges the data into the Student Survey File. The Student Survey file provides survey information to the two types of item analysis programs available.

One item analysis program is known as the Questionnaire Item Analysis (QIA). Input to this program includes a Survey Item Deck (containing computer cards indicating the contents of each item and of each foil in the survey) and the Student Survey File sorted into school order. QIA lists the number and percent of responses for each foil of each item by grade (7 through 12) and for all grades. Such information is provided for each school (see Table 2) and for the entire district (see Table 3).

The second type of item analysis program combines the survey information with the information available from the Stanford School Scheduling System (SSSS) final master file. In this way results can be related to each program area, to each course, and to each teacher. The remainder of this paper deals with this second type of item analysis.

The program MISESOLA (TRANLINE) is used to produce a Flex. Student Master File and a Master Schedule Deck from the final SSSS Master File. Appropriate program areas are assigned to each course and the Master Schedule Deck is arranged by program area. This same program area deck is used in the Resource Utilization and Salary Allocations programs.

The Survey Student File and the Flex. Student Master File are sorted by student ID to prepare them for input into a program called MISMATCH. MISMATCH combines data from the Survey Student File, the Flex. Student Master File, and the Master Schedule Deck arranged by program area to produce the MIS Student Master File which serves as input to the Survey Item Analysis Program.

Two types of information are available from the Survey Item Analysis Program through Option 1 and Option 2. Input for Option 1 includes the Survey Item Deck used by QIA, a deck of cards which provides the names of the program areas, and the MIS Student Master File sorted by program area, course, phase, and section. Survey results are reported in terms of number and percent for each foil for each item. Complete survey analysis for each program area is provided for each grade through a list similar to that produced by QIA (see Table 4). Within each program area, survey results for each item are also reported for all phase 1 sections of each course (see Table 5).

Option 2 of SIA permits each teacher to select from 1 to 10 items from the survey which pertain to each of the courses which he or she teaches. These teachers requests are punched into computer cards to produce the Teacher-Course Item Request Deck. Input to Option 2 of SIA includes the deck of program area names, the Teacher-Course Item Request Deck sorted by phase within course within teacher, and the MIS Student Master File sorted by teacher, course, phase, and section. Results in the form of number of responses and percent for each foil of each selected item are reported by teacher for each section of all requested courses (see Table 6). In this way the teacher is able to consider the distribution of answers on a specific item made by students which he or she will be teaching.

208
TABLE 1

STUDENT
SURVEY

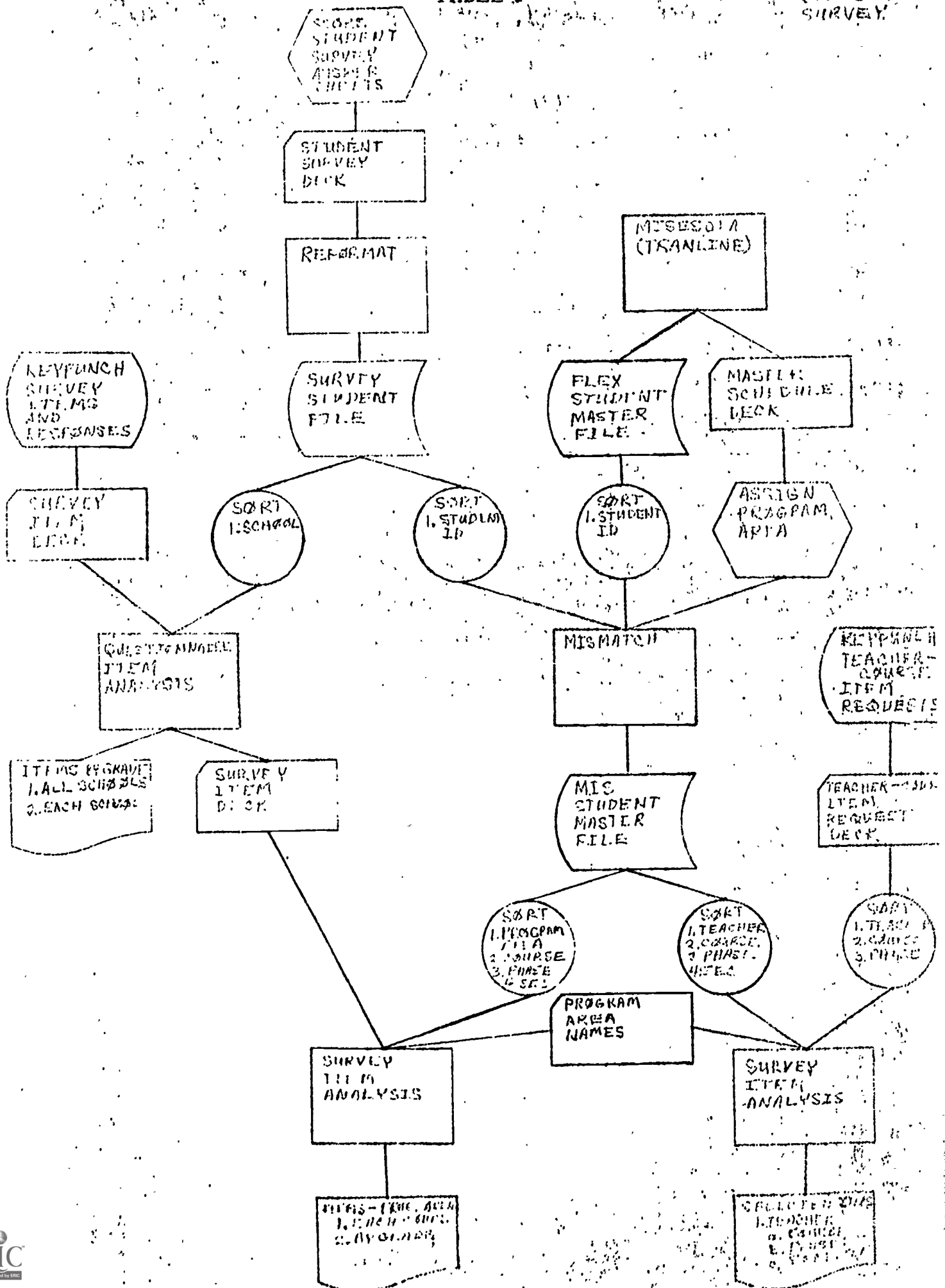


TABLE 2

QUESTIONNAIRE ITEM ANALYSIS

PAGE- 5

SCH.	NAME.	ALL STUDENTS BY SCHOOL	GRADE 7 N LP SP	GRADE 8 N LP SP	GRADE 9 N LP SP	GRADE 10 N LP SP	GRADE 11 N LP SP	GRADE 12 N LP SP	TOTALS N LP SP
30									
19. WHICH STATEMENT DESCRIBES THE HIGHEST LEVEL OF EDUC. YOU EXPECT TO ATTAIN?									
	LESS THAN HIGH SCHOOL GRADUATION	0 0 0	0 0 0	0 0 0	0 0 0	1 0 0	4 1 1	0 0 0	5 1 0
	HIGH SCHOOL GRADUATION	0 0 0	0 0 0	0 0 0	0 0 0	6 8 13	48 12 12	0 0 0	110 13 12
	AFTER GRADUATION, COMPANY TRAINING	0 0 0	0 0 0	0 0 0	0 0 0	50 10 10	37 9 5	0 0 0	87 5 10
	AFTER GRADUATION, MILITARY SERVICE	0 0 0	0 0 0	0 0 0	0 0 0	21 4 4	21 5 5	0 0 0	42 5 5
	TECH. TRADE, BUSINESS SCHOOL LESS THAN	0 0 0	0 0 0	0 0 0	0 0 0	60 12 12	45 11 11	0 0 0	105 11 10
	ATTEND SOME COLLEGE BUT NOT GRADUATE	0 0 0	0 0 0	0 0 0	0 0 0	22 4 4	13 3 3	0 0 0	35 4 5
	COMPLETE JUNIOR COLLEGE PROGRAM	0 0 0	0 0 0	0 0 0	0 0 0	12 2 2	12 3 3	0 0 0	24 3 3
	COLLEGE GRADUATION (BACHELOR'S DEGREE	0 0 0	0 0 0	0 0 0	0 0 0	86 17 17	52 13 13	0 0 0	140 15 15
	BEYOND BACHELOR'S DEGREE	0 0 0	0 0 0	0 0 0	0 0 0	134 26 26	104 20 20	0 0 0	238 26 26
	NO RESPONSE	0 0 0	0 0 0	0 0 0	0 0 0	48 5 5	56 14 14	0 0 0	104 11 12
	TOTALS	0 0 0	0 0 0	0 0 0	0 0 0	518	404	0 0 0	922
20. REASON FOR DIFFERENCE BETWEEN ANSWERS TO PRECEDING TWO QUESTIONS									
	SAME ANSWER TO BOTH QUESTIONS	0 0 0	0 0 0	0 0 0	0 0 0	265 51 51	227 50 56	0 0 0	492 53 53
	PARENTS' WISHES, BUT I COULD NOT SUCCEED	0 0 0	0 0 0	0 0 0	0 0 0	35 7 7	19 5 5	0 0 0	54 6 6
	FAMILY CANNOT AFFORD WHAT I COULD ATTEND	0 0 0	0 0 0	0 0 0	0 0 0	55 11 11	50 12 12	0 0 0	109 12 11
	FAMILY RESPONSIBILITIES OR PROBLEMS	0 0 0	0 0 0	0 0 0	0 0 0	25 5 5	12 3 3	0 0 0	37 4 4
	WANT TO MARRY AND WORK	0 0 0	0 0 0	0 0 0	0 0 0	25 8 8	27 7 7	0 0 0	66 7 7
	DON'T WANT TO CONTINUE BEYOND MARK ON	0 0 0	0 0 0	0 0 0	0 0 0	44 8 8	36 9 9	0 0 0	80 5 5
	EXPECT TO GO INTO ARMED FORCES	0 0 0	0 0 0	0 0 0	0 0 0	16 3 3	16 4 4	0 0 0	32 3 4
	NO RESPONSE	0 0 0	0 0 0	0 0 0	0 0 0	35 7 7	17 4 4	0 0 0	52 6 5
	TOTALS	0 0 0	0 0 0	0 0 0	0 0 0	518	404	0 0 0	922
21. GIRLS ONLY--AFTER YOU FINISH SCHOOL, WHAT DO YOU EXPECT TO DO?									
	FULL TIME CAREER OTHER THAN HOME-MAKER	0 0 0	0 0 0	0 0 0	0 0 0	44 8 8	32 6 6	0 0 0	76 6 6
	FULL TIME CAREER THEN CAREER-HOME-MAKER	0 0 0	0 0 0	0 0 0	0 0 0	55 18 18	82 20 20	0 0 0	137 19 19
	FULL TIME CAREER THEN ONLY HOME-MAKER	0 0 0	0 0 0	0 0 0	0 0 0	81 16 16	53 13 13	0 0 0	134 15 13
	BOTH CAREER AND HOME-MAKER FROM START	0 0 0	0 0 0	0 0 0	0 0 0	40 8 8	33 8 8	0 0 0	73 8 5
	BE A FULL TIME HOME-MAKER	0 0 0	0 0 0	0 0 0	0 0 0	17 3 3	15 4 4	0 0 0	32 3 3
	NO RESPONSE	0 0 0	0 0 0	0 0 0	0 0 0	241 47 47	189 47 47	0 0 0	430 47 48
	TOTALS	0 0 0	0 0 0	0 0 0	0 0 0	518	404	0 0 0	922
22. WHICH TYPE OF SCHOOL DO YOU EXPECT TO ATTEND AFTER YOU FINISH HIGH SCHOOL?									
	DON'T EXPECT TO ATTEND ANY SCHOOL	0 0 0	0 0 0	0 0 0	0 0 0	105 20 20	85 22 22	0 0 0	194 21 18
	BUSINESS SCHOOL	0 0 0	0 0 0	0 0 0	0 0 0	34 7 7	24 6 6	0 0 0	58 6 6
	APPRENTICESHIP TRAINING PROGRAM	0 0 0	0 0 0	0 0 0	0 0 0	12 2 2	18 4 4	0 0 0	30 3 4
	REGISTERED NURSING LESS THAN B.S. DEG	0 0 0	0 0 0	0 0 0	0 0 0	15 2 2	9 2 2	0 0 0	25 3 3
	TRADE SCHOOL	0 0 0	0 0 0	0 0 0	0 0 0	44 8 8	33 8 8	0 0 0	77 8 5
	TECHNICAL SCHOOL	0 0 0	0 0 0	0 0 0	0 0 0	13 3 3	7 2 2	0 0 0	20 2 3
	JUNIOR COLLEGE--AREA COLLEGE--VOL. SCH.	0 0 0	0 0 0	0 0 0	0 0 0	125 26 26	106 26 26	0 0 0	231 26 26
	COLLEGE (4 YEARS OR MORE)	0 0 0	0 0 0	0 0 0	0 0 0	125 25 25	106 26 26	0 0 0	231 25 26
	NO RESPONSE	0 0 0	0 0 0	0 0 0	0 0 0	34 6 6	12 3 3	0 0 0	46 5 5
	TOTALS	0 0 0	0 0 0	0 0 0	0 0 0	518	404	0 0 0	922

TABLE 3

QUESTIONNAIRE ITEM ANALYSIS

PAGE-- 8

SUMMARY

	GRADE 7		GRADE 8		GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
29. HOW DO YOU FEEL ABOUT HOMEWORK?														
TEACHERS GIVE US TOO MUCH	0	0	0	0	150	33	111	21	87	22	0	0	354	25
I LIKE THE AMOUNT TEACHERS NOW GIVE	0	0	0	0	437	62	370	71	287	71	0	0	554	68
TEACHERS GIVE US TOO LITTLE	0	0	0	0	11	2	14	3	17	4	0	0	42	3
NO RESPONSE	0	0	0	0	15	3	23	4	13	3	0	0	51	4
TOTALS	0	0	0	0	475	518	518	404	404	0	0	0	1401	
30. DO YOU HAVE A CAR OF YOUR OWN (OR CONSIDERED ONLY YOURS IN USE)?														
YES	0	0	0	0	25	6	80	15	112	28	0	0	222	16
NO	0	0	0	0	443	92	426	82	282	70	0	0	1151	82
NO RESPONSE	0	0	0	0	7	1	12	2	9	2	0	0	23	2
TOTALS	0	0	0	0	475	518	518	404	404	0	0	0	1401	
31. HOW OFTEN DO YOU DRIVE YOUR PARENTS' CAR?														
NEVER	0	0	0	0	325	68	203	35	103	25	0	0	631	45
ONCE A WEEK	0	0	0	0	50	10	65	13	55	14	0	0	174	12
TWICE A WEEK	0	0	0	0	24	5	46	9	33	8	0	0	103	7
THREE-TIMES A WEEK	0	0	0	0	24	5	50	10	41	10	0	0	115	8
FOUR TIMES A WEEK	0	0	0	0	12	3	33	6	29	7	0	0	75	5
FIVE OR MORE TIMES A WEEK	0	0	0	0	34	7	105	20	137	34	0	0	276	20
NO RESPONSE	0	0	0	0	9	2	12	2	0	1	0	0	27	2
TOTALS	0	0	0	0	475	518	518	404	404	0	0	0	1401	
32. WHEN YOU FINISH YOUR EDUCATION, WHAT SORT OF JOB DO YOU THINK YOU WILL HAVE?														
TECHNICAL	0	0	0	0	43	9	38	7	31	8	0	0	112	8
OFFICIAL	0	0	0	0	13	3	19	4	12	3	0	0	44	3
MANAGER OR PROPRIETOR OR OWNER	0	0	0	0	11	2	21	4	27	7	0	0	59	4
SEMI-SKILLED WORKER OR CLERICAL WORKER	0	0	0	0	59	12	57	11	63	16	0	0	179	13
SERVICE WORKER	0	0	0	0	22	5	32	6	24	6	0	0	79	6
SALESMAN	0	0	0	0	11	2	6	1	2	0	0	0	19	1
FARM OR RANCH MANAGER OR OWNER	0	0	0	0	26	5	15	3	9	2	0	0	50	4
WORKMAN OR LABORER	0	0	0	0	16	3	28	5	23	6	0	0	67	5
PROFESSIONAL	0	0	0	0	194	41	184	36	143	35	0	0	521	37
SKILLED WORKER OR FOREMAN	0	0	0	0	55	11	58	11	43	11	0	0	156	11
NO RESPONSE	0	0	0	0	29	5	55	11	27	7	0	0	115	8
TOTALS	0	0	0	0	475	518	518	404	404	0	0	0	1401	
33. WHICH PERSON HAS GIVEN BEST HELP IN SELECTING YOUR SCHOOL SUBJECTS?														
TEACHER	0	0	0	0	24	5	22	4	22	5	0	0	68	5
COUNSELOR	0	0	0	0	323	67	232	49	173	43	0	0	751	54
STUDENT	0	0	0	0	41	8	73	14	72	18	0	0	180	13
PRINCIPAL	0	0	0	0	2	0	6	1	1	0	0	0	9	1
NO ONE	0	0	0	0	17	3	29	6	129	32	0	0	361	26
NO RESPONSE	0	0	0	0	2	0	10	2	7	2	0	0	20	2
TOTALS	0	0	0	0	475	518	518	404	404	0	0	0	1401	

COURSE-21047 COURSE NAME-CONT FICT ENR-020

ITEM 01	ITEM 02	ITEM 03	ITEM 04	ITEM 05	ITEM 06	ITEM 07	ITEM 08	ITEM 09	ITEM 10
NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT
A	44 47	0 0	27 29	12 13	2 2	17 18	3 3	5 5	1 1
B	50 53	25 27	39 41	31 33	7 7	23 24	3 3	5 5	0 0
C	60 64	8 8	9 9	26 28	12 13	5 5	4 4	4 4	5 5
D	9 10	9 10	12 12	67 71	44 47	77 82	70 74	78 83	59 63
E	0 0	6 6	11 12						
F	0 0	4 4	2 2						
G	0 0	1 1							
H	0 0								
I	0 0								
J	0 0	1 1	0 0	6 6	5 5	7 7	10 11	10 11	8 9
X	0 0	1 1	0 0	6 6	5 5	7 7	10 11	10 11	8 9

ITEM 11	ITEM 12	ITEM 13	ITEM 14	ITEM 15	ITEM 16	ITEM 17	ITEM 18	ITEM 19	ITEM 20
NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT
A	8 9	6 6	10 11	2 2	37 39	13 14	0 0	1 1	46 49
B	15 16	21 22	11 12	5 5	38 40	25 27	2 2	5 5	6 6
C	3 3	37 39	6 6	8 9	13 14	41 44	6 6	6 6	17 18
D	61 65	27 29	20 21	33 35	3 3	12 13	3 3	1 1	6 6
E		11 12	8 9	42 45	2 2	1 1	10 11	8 9	6 6
F		3 3	6 6				5 5	7 7	8 9
G		0 0	4 4				1 1	3 3	2 2
H		30 32	28 30				25 27	30 32	
I							32 34	16 17	
J	7 7	3 3	3 3	1 1	1 1	2 2	2 2	2 2	3 3
X	7 7	3 3	3 3	1 1	1 1	2 2	2 2	2 2	3 3

ITEM 21	ITEM 22	ITEM 23	ITEM 24	ITEM 25	ITEM 26	ITEM 27	ITEM 28	ITEM 29	ITEM 30
NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT
A	5 5	11 12	7 7	8 9	7 7	13 14	8 9	17 18	17 18
B	22 23	1 1	18 19	5 5	7 7	9 10	7 7	68 72	75 80
C	17 18	1 1	31 33	5 5	11 12	8 9	19 20	4 4	
D	7 7	3 3	3 3	5 5	5 5	12 13	14 15		
E	2 2	9 10	0 0	7 7	13 14	9 10	14 15		
F		3 3	0 0	10 11	6 6	8 9	7 7		
G	25 27	1 1	1 1	13 14	12 13	7 7	3 3		
H	38 40	1 1	1 1	19 20	13 14	12 13	5 5		
I		1 1	1 1	7 7	6 6	9 10	7 7		
J	41 44	3 3	31 33	9 10	12 13	5 5	9 10		
X	41 44	3 3	31 33	9 10	12 13	5 5	9 10		

ITEM 31	ITEM 32	ITEM 33	ITEM 34	ITEM 35	ITEM 36	ITEM 37	ITEM 38	ITEM 39	ITEM 40
NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT
A	30 32	6 6	2 2	2 2	2 2	9 10	6 6	14 15	37 39
B	12 13	3 3	46 49	26 28	15 16	5 5	2 2	18 19	28 30
C	9 10	2 2	16 17	3 3	9 10	44 47	52 55	41 44	3 3
D	11 12	4 4	0 0	1 1	0 0	1 1	0 0	3 3	0 0
E	6 6	5 5	28 30	60 64	65 69	34 36	32 34	15 16	23 24
F	24 26	0 0							
G		2 2							
H		3 3							
I		51 54							
J		10 11							
X	2 2	8 9	2 2	2 2	3 3	1 1	2 2	3 3	3 3

TABLE 4 (Continued)

PROGRAM	AREA-01.LANG.	'ARTS	'MASON CITY HIGH SCHOOL STUDENT SURV:Y FOR 1971-72	09/10/71	PAGE 32

COURSE--21047										COURSE NAME--CONT FACT										ENR-020									
ITEM 41			ITEM 42			ITEM 43			ITEM 44			ITEM 45			ITEM 46			ITEM 47			ITEM 48			ITEM 49			ITEM 50		
NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT				
A	2	2	78	83	10	11	67	71	12	13	25	27	27	29	29	31	77	82	76	81									
B	12	13	15	16	14	15	26	28	65	69	24	26	9	10	11	12	2	2	8	9									
A C	34	36			45	48			9	10	22	23	4	4	10	11	6	6	0	0									
N D	0	0			18	19			4	4	16	17	8	9	28	30	0	0	1	1									
S E	43	46			6	6			1	1			33	35	10	11	4	4	2	2									
W F													11	12	3	3	0	0	2	2									
E G																	3	3	1	1									
R H																			0	0									
S I																			0	0									
J																			2	2									
X	3	3	1	1	1	1	1	1	3	3	3	3	2	2	3	3	2	2	2	2									
ITEM 51			ITEM 52			ITEM 53			ITEM 54			ITEM 55			ITEM 56			ITEM 57			ITEM 58			ITEM 59			ITEM 60		
NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT				
A	2	2	0	0	5	5	2	2	3	3	32	34	4	4	13	14	15	16	7	7	38	40	34	36	40				
B	6	6	0	0	5	5	9	10	4	4	34	36	16	17	14	15	16	17	6	6	10	11	11	12	10	11			
A C	15	16	5	5	16	17	9	10	2	2	4	4	34	36	16	17	14	15	6	6	9	10	7	7	8	9			
N D	15	16	21	22	26	28	43	46	5	5	13	14	11	12	12	13	11	12	11	12	7	7	4	4	4	4			
S E	2	2	8	9	10	11	5	5	5	5			12	13	12	13	11	12	11	12	7	7	5	5	3	3			
W F	7	7	1	1	4	4	6	6	6	6			6	6	6	6	3	3	3	3	2	2	5	5	6	6			
E G	2	2	0	0	5	5	6	6	6	6			6	6	6	6	4	4	4	4	2	2	2	2	2	2			
R H	5	5	5	5	8	9	12	13			5	5	5	5	5	5	2	2	2	2	1	1	1	1	3	3			
S I	13	14	13	14	6	6	0	0	0	0	5	5	5	5	5	5	2	2	2	2	1	1	2	2	1	1			
J	20	21	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0			
X	7	7	41	44	7	7	8	9	11	12	6	6	19	20	18	19	19	20	19	20	19	20	19	20	19	20			
ITEM 61			ITEM 62			ITEM 63			ITEM 64																				
NCNT	PCT		NCNT	PCT		NCNT	PCT		NCNT	PCT																			
A	13	14	17	18	20	21	21	22																					
B	4	4	12	13	10	11	10	11																					
A C	11	12	7	7	6	6	10	11																					
N D	10	11	10	11	12	13	13	14																					
S I	8	9	8	9	11	12	12	13																					
W F	6	6	3	3	6	6	8	9																					
E G	3	3	4	4	5	5	5	5																					
R H	2	2	1	1	8	9	4	4																					
S I	8	9	7	7	6	6	4	4																					
J	4	4	0	0	4	4	2	2																					
X	25	27	25	27	6	6	5	5																					

	GRADE 7		GRADE 8		GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
16. HOW GOOD A STUDENT DO YOU WANT TO BE IN SCHOOL?														
A ONE OF THE BEST STUDENTS IN MY CLASS	0	0	0	0	17	23	134	21	106	24	0	0	257	22
B ABOVE THE MIDDLE OF THE CLASS	0	0	0	0	36	49	261	41	183	42	0	0	480	42
C IN THE MIDDLE OF THE CLASS	0	0	0	0	15	21	185	29	101	23	0	0	301	26
D JUST GOOD ENOUGH TO GET BY	0	0	0	0	3	4	29	5	26	6	0	0	58	5
E I DON'T CARE	0	0	0	0	0	0	9	1	11	3	0	0	20	2
X NO RESPONSE	0	0	0	0	2	3	17	3	8	2	0	0	27	2
TOTALS	0	0	0	0	73	635	635	435	435	0	0	0	1143	

17. HOW CLOSE DO YOU COME TO DOING THE BEST WORK YOU ARE ABLE TO DO IN SCHOOL?

A VERY CLOSE	0	0	0	0	5	7	53	8	46	11	0	0	104	9
B QUITE CLOSE	0	0	0	0	23	32	156	25	111	26	0	0	290	25
C SOMEWHAT CLOSE	0	0	0	0	28	38	290	46	167	38	0	0	485	42
D NOT VERY CLOSE	0	0	0	0	15	21	114	18	87	20	0	0	215	19
E NOT AT ALL CLOSE	0	0	0	0	0	0	9	1	17	4	0	0	28	2
X NO RESPONSE	0	0	0	0	2	3	13	2	7	2	0	0	22	2
TOTALS	0	0	0	0	73	635	635	435	435	0	0	0	1143	

18. WHICH STATEMENT DESCRIBES THE HIGHEST LEVEL OF EDUCATION YOU COULD ATTAIN?

A LESS THAN HIGH SCHOOL GRADUATION	0	0	0	0	1	1	3	0	5	1	0	0	9	1
B HIGH SCHOOL GRADUATION	0	0	0	0	9	12	57	9	30	7	0	0	96	8
C AFTER GRADUATION, COMPANY TRAINING	0	0	0	0	4	5	76	12	43	10	0	0	123	11
D AFTER GRADUATION, MILITARY SERVICE	0	0	0	0	2	3	35	6	19	4	0	0	56	5
E TECH. TRADE, BUSINESS SCHOOL LESS THAN 2YR	0	0	0	0	5	7	70	11	31	7	0	0	106	9
F TECH. TRADE, BUSINESS SCHOOL MORE THAN 2YR	0	0	0	0	2	3	25	4	19	4	0	0	46	7
G ATTEND SOME COLLEGE BUT NOT GRADUATE	0	0	0	0	0	0	14	2	5	1	0	0	19	2
H COMPLETE A JUNIOR COLLEGE PROGRAM	0	0	0	0	4	5	77	12	44	10	0	0	125	11
I COLLEGE GRADUATION (BACHELOR'S DEGREE)	0	0	0	0	20	27	152	24	112	26	0	0	284	25
J BEYOND BACHELOR'S DEGREE	0	0	0	0	24	33	112	18	118	27	0	0	254	22
X NO RESPONSE	0	0	0	0	2	3	14	2	9	2	0	0	25	2
TOTALS	0	0	0	0	73	635	635	435	435	0	0	0	1143	

19. WHICH STATEMENT DESCRIBES THE HIGHEST LEVEL OF EDUC. YOU EXPECT TO ATTAIN?

A LESS THAN HIGH SCHOOL GRADUATION	0	0	0	0	1	1	1	0	3	1	0	0	5	0
B HIGH SCHOOL GRADUATION	0	0	0	0	9	12	87	14	50	11	0	0	146	13
C AFTER GRADUATION, COMPANY TRAINING	0	0	0	0	3	4	63	10	35	8	0	0	101	9
D AFTER GRADUATION, MILITARY SERVICE	0	0	0	0	1	1	23	4	25	6	0	0	49	4
E TECH. TRADE, BUSINESS SCHOOL LESS THAN 2YR	0	0	0	0	7	10	73	11	35	8	0	0	115	10
F TECH. TRADE, BUSINESS SCHOOL MORE THAN 2YR	0	0	0	0	2	3	28	4	12	3	0	0	42	4
G ATTEND SOME COLLEGE BUT NOT GRADUATE	0	0	0	0	1	1	15	2	10	2	0	0	26	2
H COMPLETE A JUNIOR COLLEGE PROGRAM	0	0	0	0	7	10	122	19	61	14	0	0	190	17
I COLLEGE GRADUATION (BACHELOR'S DEGREE)	0	0	0	0	24	33	159	25	121	28	0	0	304	27
J BEYOND BACHELOR'S DEGREE	0	0	0	0	16	22	48	8	70	16	0	0	134	12
X NO RESPONSE	0	0	0	0	2	3	16	3	13	3	0	0	31	3
TOTALS	0	0	0	0	73	635	635	435	435	0	0	0	1143	

PAGE:

COURSE--11024				SEC--04		SEC--0059		COURSE NAME--RHETORIC		PROGRAM AREA 01--LANG.		RNTS		ROOM--0145		ENR--G52		TOTAL		ACCT--C048	
ITEM 04		ITEM 18		ITEM 22		ITEM 25		ITEM 26		ITEM 28		ITEM 32		ITEM 47		ITEM 48		ITEM 49		ITEM 55	
NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT
A	21	23	0	0	5	10	7	15	4	8	4	8	9	19	11	23	12	35	15	31	
B	17	35	4	8	1	2	2	4	1	2	3	6	1	2	6	13	5	10	0	0	
C	11	23	4	4	3	8	1	2	2	4	9	19	1	2	1	2	4	8	21	44	
D	5	10	2	4	7	0	2	1	1	2	8	17	2	8	6	13	11	25	6	13	
E	2	4	4	8	5	10	5	12	5	19	6	13	2	4	19	48	12	25			
F	2	4	4	8	2	4	5	11	3	6	1	2	0	0	5		4	8			
G	0	0	0	0	11	22	14	13	7	17	4	8	1	2							
H	0	0	3	6	19	38	3	4	12	25	4	6	4	2							
I	1	2	10	2	3	6	3	4	1	1	5	17	22	46							
J	1	2	10	2	3	6	7	12	7	17	3	6	2	17							

TEACHER NAME-BARTLE W
NUMBER-004 MASON CITY HIGH SCHOOL STUDENT SURVEY FOR 1971-72
10/14/71
PAGE 10

[illegible]

COURSE-11024	SEC-05 ITEM 84	SEQ-041 ITEM 18	COURS ITEM 22	NAME-RHETORIC ITEM 25	PROGRAM ITEM 26	REF-UL-LANG. ITEM 28	IRIS ITEM 32	ROMA ITEM 32	SVF ITEM 47	TOTAL ITEM 48	TCVT-0044 ITEM 55
	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT	PCT	NCNT
A	9	20	0	0	3	7	2	5	13	30	12
B	16	36	4	9	0	0	3	2	4	9	4
C	12	27	7	16	2	5	10	23	0	0	3
D	4	9	0	0	1	2	7	16	7	7	16
E	3	7	3	7	6	14	0	0	9	6	14
F	0	0	3	7	6	14	2	5	14	32	9
G	0	0	0	0	9	20	7	16	6	14	8
H	6	14	15	34	8	18	1	2	0	0	15
I	10	23	3	7	2	5	6	14	0	0	0
J	11	25			6	14	3	7	3	7	0
K	0	0	3	7	1	2	0	0	0	0	0
X	0	0			0	0	6	14	0	0	0

[illegible][illegible]

VIII

RESOURCE UTILIZATION BY PROGRAM AREA

The printouts which follow provide an indication of the way in which the resources of teachers, rooms, and pupils are utilized with respect to time. The reader is referred to IEIC-MIS Monograph VII - Resource Allocation for a full explanation.

8250UBCL U1111221100 BY P-B-E-G-S-A-H 28 E A

CONTROL INFORMATION FROM PROGRAM

BASIC SCHOOL DATA

WDS/DAY 26
DAYS/WEEK 6
WINS/MOD 13
STUDENTS 1586
TEACHERS 130
ROOMS 106
MDS/LUNCH 2
TCHR TEAMS 95
RGM TEAMS 34

TOTAL AVAILABILITIES FOR SCHOOL (IN MINUTES)

STUDENTS 3425760
TEACHERS 314200
ROOMS 248040

AVAILABILITIES BY PROGRAM AREA (IN MINUTES)

PROGRAM AREA	STUDENTS	TEACHERS	ROOMS
LANG. ARTS	313680	24145	1923
FOREIGN LANG	72240	60	630
SOC. SCIENCE	268170	18345	1347
MATHEMATICS	180720	11970	900
SCIENCE	207150	10620	1005
BUS. EDUC.	111710	5775	5775
HOME ECON	108420	7935	7935
ART	6240	300	300
VOC. AGRIC.	26925	1920	2820
INC. ARTS	114240	7665	7665
PHYS ED.	256860	9720	6480
MUSIC INSTRU	65520	2730	2430
MUSIC VOCAL	58770	1380	1110
DRIVER EDUC.	74160	7515	2115
TRADES & IND	127740	840	390
CCCP OFF ED	6120	660	660
D.C. COOP	24565	1080	1080
AG. OCCUP.	1260	180	180
WORK-STUDY	21390	3150	1710
OTHER	69450	1590	495

LESSONS UTILIZED BY PROGRAM AREA

PROGRAM AND SCHOOL SUMMARY INFORMATION

PROGRAM AREA	MEETING TIME TOT	SECTIONS NO.	PUPILS		LEACHERS		ROOMS		TIME	
			NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	PUPILS	TEACHERS
LANG. ARTS	4185	178	1647	103.85	17	13.08	18	16.98	9.156	7.904
FOREIGN LANG	3090	40	392	24.72	6	4.62	9	8.49	2.109	2.170
SOC. SCIENCE	2190	93	1432	90.29	17	13.08	15	14.15	7.828	6.031
MATHEMATICS	2835	52	813	51.26	8	6.15	9	8.49	4.671	3.935
SCIENCE	2425	48	792	49.94	9	6.92	9	8.49	5.047	3.491
BUS. EDUC.	3270	53	505	31.84	7	5.38	9	8.49	2.966	1.898
HOME ECON.	2145	51	555	34.99	6	4.62	9	8.49	3.165	2.628
ART	155	12	236	14.80	3	2.31	2	1.89	1.823	1.006
VOC AGRIC.	1125	12	111	7.00	2	1.54	4	3.77	0.786	0.631
IND. ARTS	3345	39	581	36.63	7	5.38	8	7.55	1.335	2.520
PHYS. ED.	1080	36	1427	89.97	7	5.38	4	3.77	7.498	3.195
MUSIC INSTRU	2310	34	307	19.36	3	2.31	2	1.89	1.913	0.897
MUSIC VOCAL	1110	10	267	16.83	2	1.54	1	0.94	1.716	0.434
DRIVER EDUC	495	12	419	26.42	5	3.85	2	1.89	2.164	2.470
TRADES & IND	2460	10	214	13.49	2	1.54	1	0.94	3.729	0.276
COOP OFF ED	360	3	17	1.07	1	0.77	1	0.94	0.179	0.266
D E. COOP	1080	6	59	3.72	2	1.54	1	0.94	0.600	0.335
AG. OCCUP.	180	1	7	0.44	1	0.77	1	0.94	0.037	0.059
WORK STUDY	2610	10	85	5.36	5	3.85	4	3.77	0.624	1.636
OTHER	480	21	1454	91.68	26	20.00	2	1.89	1.910	0.523
SCHOOL SUMMARY	38295	629	11320	713.75	111	85.38	81	76.42	62.255	41.690

NASON CITY HIGH SCHOOL

JANUARY 5, 1972

PAGE 3

REASONABLE UTILIZATION OF RESOURCES

PROGRAM AREA: LANG, ARTS

CRS NO	MEETING PATTERN/SEC			SECTIONS		PUPILS		TEACHERS		ROOMS		TIME	
	COURSE	PPM	MPH	MIN	NO.	SIZE	MEAN	NUMBER	TOTAL	NUMBER	TOTAL	BASED ON SCHOOL PUPILS	TEACHERS ROOMS
3	PHASE 1	2	2	60	25.0	1	10	10	0.61	1	5.00	0.191	0.250 0.312
3	PHASE 2	3	4	180	75.0	1	9	9	0.99	1	5.00	0.250	0.250 0.312
3	FU SPEECH			240		2		10	0.61	1	5.00	0.700	0.990 1.248
5	PHASE 1	3	1	45	37.5	1	6	6	0.30	1	5.00	0.086	0.187 0.234
5	PHASE 2	2	2	60	56.0	1	6	6	0.50	1	5.00	0.125	0.250 0.312
5	PHASE 3	1	1	15	12.5	1	6	6	0.30	1	5.00	0.025	0.062 0.078
5	SPEECH			120		3		6	0.30	1	5.00	0.236	0.499 0.624
11	PHASE 1	3	2	90	55.3	3	13	41	2.49	1	5.00	1.176	0.374 0.936
11	PHASE 2	4	3	180	66.7	3	14	43	2.61	1	5.00	2.467	2.808 3.744
11	DRAWING			270		6		43	2.61	1	5.00	3.044	2.808 3.744
21	READ LAB	3	2	90	100.0	18	14	265	10.09	1	5.00	7.663	0.737 0.424
24	REHEATRIC	3	5	225	100.0	8	52	422	25.82	4	23.53	36.270	26.261 0.196
26	PHASE 1	2	1	30	11.8	1	122	122	7.91	3	17.65	1.807	0.374 0.156
26	PHASE 2	3	3	135	52.9	12	10	128	7.77	2	11.76	5.509	6.737 8.424
26	PHASE 3	3	2	90	35.3	13	9	129	7.83	1	5.00	3.701	4.492 5.616
26	ENGLISH 10			255		26		129	7.83	3	17.65	10.377	11.603 14.197
31	PHASE 1	3	3	135	75.0	15	10	160	9.71	4	23.53	6.886	0.422 10.530
31	PHASE 2	3	1	45	25.0	29	3	160	9.71	3	29.41	2.295	5.240 0.552
31	COMP			180		44		160	9.71	5	29.41	9.181	13.662 17.083
33	ADV ST COM	3	3	135	100.0	1	4	4	0.24	1	5.88	0.172	0.561 0.702
35	PHASE 1	2	1	30	18.2	1	73	73	4.43	1	5.88	0.698	0.125 0.156
35	PHASE 2	3	3	135	81.8	6	13	78	4.74	1	5.88	3.357	3.369 4.212
35	C WRIT			165		7		78	4.74	1	5.88	4.055	3.493 4.360
38	PHASE 1	2	1	30	14.3	1	73	73	4.43	2	11.76	0.698	0.250 0.156
38	PHASE 2	3	2	135	64.3	7	10	75	4.55	2	11.76	3.228	3.930 4.914
38	PHASE 3	3	1	45	21.4	7	10	75	4.55	2	11.76	1.076	1.310 1.638
38	CONV COMP			210		13		75	4.55	2	11.76	5.002	5.496 6.708
41	IND READ	4	3	180	100.0	6	8	52	3.10	1	11.76	2.984	4.492 5.616
43	PHASE 1	4	1	60	25.0	1	177	177	15.75	2	11.76	3.386	0.499 0.312
43	PHASE 2	4	3	180	75.0	13	14	184	11.17	2	11.76	10.559	9.732 12.168
43	AM STUDIES			240		14		184	11.17	2	11.76	13.944	16.231 12.480
45	PHASE 1	2	1	30	14.3	1	27	27	1.64	1	5.88	0.250	0.125 0.156
45	PHASE 2	4	3	180	65.7	2	13	27	1.64	1	5.88	1.549	1.497 1.872
45	READ ENG			210		3		27	1.64	1	5.88	1.606	1.622 2.026

PROGRAM AREA LANG. ARTS CONTINUE ON...

*** PROGRAM SUMMARY

MASON CITY HIGH SCHOOL

JANUARY 5, 1972

PAGE 5

RESOURCES UTILIZATION BY PROGRAM AREA

PROGRAM AREA: FOREIGN LANG

CRS NO	COURSE	PHASE	PPM	MPH	MINS	COURSE	NO.	SIZE	PUPILS		TEACHERS		ROOMS		TIME	
									NUMBER	TOTAL	NUMBER	TOTAL	NUMBER	TOTAL	(BASED ON SCHEDULE TOTALS)	ROOMS
102	LATIN ONE	2	6	160	1000	1	5	5	128	1	16.67	1	11.11	1.246	2.727	2.857
104	LATIN II	3	5	225	1000	2	10	21	5.36	1	16.67	1	11.11	6.541	6.818	7.143
106	LATIN III	2	6	180	1000	2	9	19	4.85	1	16.67	1	11.11	4.734	5.455	5.714
112	SPANISH I	3	5	225	1000	2	8	17	4.34	1	16.67	1	11.11	5.295	6.818	7.143
114	SPANISH II	2	5	150	1000	3	10	30	7.65	1	16.67	2	22.22	6.229	6.818	7.143
116	SPANISH III	2	5	150	1000	2	11	22	5.61	1	16.67	2	22.22	4.568	4.545	4.762
118	SPANISH IV	2	5	150	1000	1	5	5	1.28	1	16.67	1	11.11	1.038	2.273	2.381
120	FRENCH ONE	2	5	150	1000	1	10	1	2.55	1	16.67	1	11.11	2.076	2.273	2.381
122	FRENCH II	2	4	30	14.3	1	61	61	15.56	2	16.67	1	11.11	2.533	0.909	0.476
124	FRENCH III	3	4	180	850	7	8	8	15.56	2	16.67	1	11.11	14.958	10.364	17.143
126	FRENCH IV	3	5	225	1000	2	13	27	6.89	1	16.67	1	11.11	17.483	17.273	17.619
128	FRENCH V	3	5	225	1000	2	7	15	3.83	1	16.67	1	11.11	8.409	6.818	7.143
130	GERMAN I	2	5	150	1000	2	5	11	2.81	1	16.67	2	22.22	4.672	6.818	7.143
132	GERMAN II	3	6	270	1000	1	10	1	2.55	1	16.67	0	0.00	2.284	4.545	4.762
134	GERMAN III	2	4	180	850	1	73	73	18.52	1	16.67	1	11.11	3.738	4.091	0.00
136	GERMAN IV	2	5	150	1000	4	12	51	13.1	1	16.67	1	11.11	3.032	0.455	0.476
138	GERMAN V	2	4	180	850	1	5	5	1.28	1	16.67	1	11.11	15.365	9.091	9.524
140	RUSSIAN I	2	5	150	1000	1	9	9	2.30	1	16.67	1	11.11	18.397	9.545	10.000
142	RUSSIAN II	2	5	150	1000	1	9	9	2.30	1	16.67	1	11.11	10.590	9.091	9.524
144	RUSSIAN III	2	5	150	1000	1	9	9	2.30	1	16.67	1	11.11	6.631	1.818	1.905
146	RUSSIAN IV	2	5	150	1000	1	9	9	2.30	1	16.67	1	11.11	1.869	2.273	2.381
PROGRAM SUMMARY									592	10000	6	10000	9	10000	10000	10000

PASON CITY HIGH SCHOOL

JANUARY 5, 1972

PAGE 6

RESOURCE UTILIZATION BY P-C-B-B-A-B-E-A

PROGRAM AREA: SOC SCIENCES

CRS NO.	COURSE PHASE	PPM	MINS	SECTIONS	NO.	MEAN	PUPILS		TEACHERS		RUMS		TIME	
							NUMB.	TOTAL	NUMB.	TOTAL	NUMB.	TOTAL	BASED ON SCHEDULE	TOTALS
151	GROUP	3	4	180	3	15	47	3 28	1	5 88	2	13 33	3 155	2 944 4 005
150	SOC ST	4	5	150	2	10	21	1 47	1	5 88	1	6 67	1 175	1 635 2 227
161	PHASE 1	2	1	30	2	75	150	10 47	2	11 76	1	6 67	1 678	0 445
161	PHASE 2	4	5	180	2	10	151	10 54	2	11 76	3	2 00	11 813	12 027
161	PSYCHOLOGY	2	1	30	2	53	1 7	7 47	1	5 88	1	6 67	1 197	0 445
163	PHASE 1	4	5	180	2	18	109	7 61	1	5 88	2	13 33	8 513	6 214 8 463
163	PHASE 2	2	1	30	2	53	1 7	7 47	1	5 88	1	6 67	1 197	0 445
163	SOCIOLOGY	2	1	30	2	53	1 7	7 47	1	5 88	1	6 67	1 197	0 445
166	PHASE 1	3	1	45	33	3	53	3 7	4	23 53	1	6 67	1 089	6 334
166	PHASE 2	2	3	90	66	7	51	3 56	4	23 53	1	6 67	1 089	6 334
166	HUMANITIES	2	3	90	66	7	51	3 56	4	23 53	1	6 67	1 089	6 334
169	MINGA ST	3	2	90	100	2	28	3 9	1	5 88	1	6 67	1 879	0 981 1 336
170	WORLD HIST	3	5	225	100	4	20	5 73	1	5 88	1	6 67	6 880	4 906 6 882
174	PHASE 1	3	2	90	50	4	134	37 64	5	29 41	1	6 67	18 089	9 312 2 673
174	PHASE 2	2	3	90	50	4	134	37 64	5	29 41	1	6 67	18 089	9 312 2 673
174	U S HIST	2	3	90	50	4	134	37 64	5	29 41	1	6 67	18 089	9 312 2 673
197	PHASE 1	3	1	45	25	1	135	9 43	2	11 76	1	6 67	2 265	0 491 1 334
197	PHASE 2	3	3	135	75	3	135	9 71	1	5 88	3	20 00	6 997	6 623 9 120
197	GOVERNMENT	2	3	180	100	1	139	9 71	2	11 76	4	26 67	9 263	7 114 9 354
199	PHASE 1	3	1	45	20	1	115	8 03	3	17 65	1	6 67	1 930	0 736 0 334
199	PHASE 2	3	4	180	80	7	115	7 89	1	5 88	3	20 00	7 585	5 887 8 016
199	ECONOMICS	2	3	225	100	8	115	8 03	3	17 65	4	26 67	9 514	6 623 8 352
797	PHASE 1	3	1	45	25	1	44	3 07	2	11 76	1	6 67	0 738	0 491 1 334
797	PHASE 2	3	3	135	75	6	57	3 49	1	5 88	2	13 33	2 517	2 944 4 005
797	GOV	2	3	180	100	7	50	3 49	2	11 76	3	20 00	3 255	3 434 4 343
799	PHASE 1	3	1	45	20	1	64	4 47	3	17 65	1	6 67	1 074	0 730 0 334
799	PHASE 2	3	4	180	80	8	70	4 89	1	5 88	2	13 33	4 699	6 868 9 354
799	ECONOMICS	2	3	225	100	9	70	4 89	3	17 65	3	20 00	5 772	7 604 9 688

PROGRAM SUMMARY

15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

REGISTRATION RECORD BY SECTION

PROGRAM AREA: MATHEMATICS

CRS NO.	COURSE	PHASE	PPM	MINS	COURSE	NO.	SECTIONS	MEAN	PUPILS		TEACHERS		ROOMS		TOTALS	
									NUMB.	TOTAL	NUMB.	TOTAL	NUMB.	TOTAL	PUPILS	TEACHERS
211	SECON MATH	3	6	270	100	7	18	18	127	1562	2	250	1	1111	21429	15789
212	PHASE 1	3	1	45	250	4	12	12	49	613	1	125	2	2422	1378	1128
212	PHASE 2	3	3	135	750	4	13	13	52	640	1	125	3	3333	4287	3383
212	ALGEBRA I			180		8			52	640	1	125	4	4444	5765	4511
214	ALG II	3	3	135	100	1	19	19	19	234	2	250	2	2222	1603	2256
222	PL SO GEOM	3	3	135	100	7	26	26	182	2239	3	375	1	1111	15354	23684
223	INF GEOM	2	6	180	100	3	29	29	89	195	3	375	1	1111	13311	13534
227	ANALY GEOM					2										
231	TRIG	3	4	160	100	1	13	13	13	160	1	125	1	1111	1462	1504
234	MATH ANAL2	3	4	180	100	1	21	21	21	258	1	125	1	1111	2302	1504
241	MATH TOPIC	3	3	135	100	1	5	5	5	62	1	125	1	1111	422	1128
243	PROB & STA	3	3	135	100	1	24	24	24	245	1	125	1	1111	2025	1128
247	COMP PROG	3	3	135	100	1	12	12	12	50	1	125	1	1111	1097	1128
713	ALG I	3	6	270	100	3	12	12	37	455	1	125	1	1111	6243	6767
714	ALG II	3	5	225	100	3	18	18	94	1156	1	125	1	1111	13217	9398
813	PHASE 1	3	3	135	60	2	16	16	34	394	1	125	2	2222	2700	2256
813	PHASE 2	3	2	90	40	3	11	11	19	431	1	125	1	2222	1769	2256
813	ALG I			225		5			35	431	1	125	3	3333	4668	4511
814	ALG II	3	5	225	100	4	13	13	55	677	1	125	1	1111	7733	7519
914	ALG II	3	5	225	100	5	15	15	47	578	1	125	1	1111	6609	5639

PROGRAM SUMMARY

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MASON CITY HIGH SCHOOL

JANUARY 5, 1972

PAGE - 8

RESOURCE UTILIZATION BY DEPARTMENT AREA

PROGRAM AREA: SCIENCE

CPS NO.	COURSE-PHASE	PPM	MPH	MINS	COURSE	NO.	SECTIONS	MEAN	PUPILS			TEACHERS			SOLMS			TIME		
									TOT.	% OF	TOTAL	NUMBER	% OF	TOTAL	NUMBER	% OF	TOTAL	(BASED ON SCHEDULE TOTALS)	PUPILS	TEACHERS	ROOMS
252	PHASE 1	2	1	30	14.3	2	66	132	16.79	2	22.22	11.11	1	11.11	1.926	1.130	6.594			
252	PHASE 2	4	3	180	85.7	5	20	131	16.54	1	11.11	11.11	1	11.11	11.363	0.475	0.915			
252	BSCS BLUE			210		7		133	16.79	2	22.22	11.11	2	22.22	13.309	9.605	9.515			
254	BSCS	4	5	300	100.0	5	26	131	16.54	1	11.11	11.11	1	11.11	18.972	14.124	14.855			
262	PHASE 1	3	1	45	16.7	1	83	83	16.48	2	22.22	11.11	1	11.11	1.803	0.847	0.446			
262	PHASE 2	5	3	225	83.3	6	14	86	16.97	1	11.11	11.11	1	11.11	9.341	12.712	13.373			
262	PSSC			270		7		86	16.97	2	22.22	11.11	2	22.22	11.144	13.559	13.819			
264	HPP	5	3	225	100.0	6	24	127	16.54	1	11.11	11.11	1	11.11	13.794	12.712	13.373			
272	PHASE 1	2	1	30	11.1	4	93	83	16.48	1	11.11	11.11	1	11.11	1.202	0.282	0.297			
272	PHASE 2	4	4	240	88.9	4	31	84	16.61	1	11.11	11.11	1	11.11	9.732	9.840	9.510			
272	CHM			270		5		84	16.61	1	11.11	11.11	1	11.11	11.534	9.322	9.807			
272	BSCS	3	2	90	100.0	1				4	44.44	11.11	4	44.44	0.0	3.390	0.0			
272	TIPS	4	3	180	100.0	1				1	11.11	11.11	1	11.11	1.695	1.695	1.783			
272	BSCS BLUE	4	5	300	100.0	5	46	84	16.61	1	11.11	11.11	1	11.11	12.165	11.299	11.887			
272	PHASE 1	2	1	30	11.1	4	47	93	11.99	2	22.22	11.11	1	11.11	1.376	1.130	0.594			
272	PHASE 2	4	4	240	88.9	4	23	93	11.74	1	11.11	11.11	1	11.11	12.775	9.840	9.510			
272	BSCS BLUE			270		5		95	11.99	2	22.22	11.11	2	22.22	12.151	10.169	10.104			
272	CHMMS	4	5	300	100.0	5	40	52	6.57	1	11.11	11.11	1	11.11	7.531	14.124	14.855			
PROGRAM SUMMARY									2415		9	100.0	9	100.0	166.660	166.660	166.660			

MASON CITY HIGH SCHOOL

JANUARY 5, 1972

PAGE 9

BUSINESS WILDLIFE BY EGBAN ABBA

PROGRAM AREA: BUS. EDUC.

CRS NO.	COURSE	PHASE	PPM	MINS	SEC	NO.	MEAN SIZE	PUPILS		TEACHERS		ROOMS		BASED ON SCHOOL TOTALS	
								NUMBER	TOTAL	NUMBER	TOTAL	NUMBER	TOTAL	PUPILS	TEACHERS
301	TYPING I	3	5	225	100.0	1	29	29	5.74	1	14.29	1	11.11	6.422	3.896
302	INT OFF ED	2	1	30	100.0	1	2	2	0.40	1	14.29	1	11.11	0.559	0.519
303	TYPING II	3	5	225	100.0	2	20	41	8.12	1	14.29	1	11.11	9.079	7.792
307	COLL PR TY	3	4	180	100.0	1	7	7	1.35	1	14.29	1	11.11	1.240	3.117
314	PHASE 1	4	1	60	28.6	1	45	45	8.91	1	14.29	1	11.11	2.657	1.039
314	PHASE 2	2	5	150	71.4	2	23	47	9.31	1	14.29	1	11.11	6.930	5.195
314	SHORTHAND	2	10	210		3	3	47	9.31	1	14.29	2	22.22	9.596	6.234
317	PHASE 1	2	1	30	25.0	1	32	32	6.34	1	14.29	1	11.11	6.945	0.519
317	PHASE 2	2	3	90	75.0	1	30	30	5.94	1	14.29	1	11.11	2.657	1.558
317	NOTEHAND	2	10	120		2	2	32	6.34	1	14.29	2	22.22	3.602	2.078
319	OFFICE MAC	4	5	300	100.0	2	1	20	3.96	1	14.29	2	22.22	5.905	10.390
323	PHASE 1	3	1	45	20.0	1	5	50	9.90	1	14.29	1	11.11	2.214	0.779
323	PHASE 2	4	2	120	53.3	3	17	51	10.10	1	14.29	1	11.11	6.234	6.234
323	PHASE 3	2	2	60	26.7	4	13	52	10.30	1	14.29	1	11.11	3.071	4.156
323	BRKG 2	2	2	225		8	8	52	10.30	1	14.29	3	33.33	11.908	11.169
325	ADV BRKG	4	3	180	100.0	1	3	9	0.59	1	14.29	1	11.11	0.531	3.117
326	PHASE 1	3	1	45	20.0	1	62	62	12.26	1	14.29	1	11.11	2.746	0.779
326	PHASE 2	4	2	120	53.3	3	21	63	12.48	1	14.29	1	11.11	7.440	6.234
326	PHASE 3	2	3	60	26.7	5	12	64	12.67	1	14.29	1	11.11	3.779	5.195
326	GEN BRKG	2	2	225		9	9	64	12.67	1	14.29	3	33.33	13.965	12.208
328	PHASE 1	3	4	180	66.7	1	13	13	2.57	1	14.29	1	11.11	2.303	3.117
328	PHASE 2	3	2	90	33.3	2	7	14	2.77	1	14.29	2	22.22	1.240	3.117
328	RECD KPPG	2	2	270		3	3	14	2.77	1	14.29	3	33.33	3.543	6.234
333	DATA PRG 2	2	4	120	100.0	1	14	14	2.77	1	14.29	1	11.11	1.653	2.078
336	INTRO STEN	4	4	240	100.0	1	20	20	3.96	1	14.29	1	11.11	4.724	4.156
337	PHASE 1	4	1	60	50.0	1	11	11	2.18	1	14.29	1	11.11	0.650	1.039
337	PHASE 2	2	2	60	50.0	1	11	11	2.18	1	14.29	1	11.11	0.650	1.039
337	CM SK EX	2	2	120		2	2	11	2.18	1	14.29	1	11.11	1.299	2.078
338	INTRO CLER	4	4	240	100.0	1	9	9	1.78	1	14.29	1	11.11	2.126	4.156

MASON CITY HIGH SCHOOL

JANUARY 5, 1972

PAGE 10

BUS. EDUC. UTILIZATION BY PROGRAM AREA

PROGRAM AREA: BUS. EDUC. CONTINUED

CRS NO	COURSE PHASE	PPM	MINS	TOT. \$ OF	SECTIONS	NLS	MAN	PUPILS			TEACHERS			ROOMS			TIME		
								NUMB.	TOTAL	\$ OF	NUMBER	TOTAL	\$ OF	NUMBER	TOTAL	\$ OF	PUPILS	TEACHERS	ROOMS
341	PHASE 1	3	1	45	273	1	43	43	8.51	1	14.29	1	11.11	1	11.11	1.904	0.779	0.779	0.779
341	PHASE 2	2	4	121	727	4	12	51	9.90	1	14.29	1	11.11	1	11.11	5.905	0.312	0.312	0.312
341	CNS ECGN			165		5		51	9.90	1	14.29	2	22.22	2	22.22	7.809	9.091	9.091	9.091
343	PHASE 1	3	1	45	231	1	67	67	17.23	1	14.29	1	11.11	1	11.11	3.853	0.779	0.779	0.779
343	PHASE 2	2	2	61	462	3	15	47	17.82	1	14.29	1	11.11	1	11.11	7.972	4.675	4.675	4.675
343	PHASE 3		2	61	308	6	15	91	17.82	1	14.29	2	22.22	2	22.22	5.314	6.234	6.234	6.234
343	BUS LAW			195		1		91	17.82	1	14.29	3	33.33	3	33.33	17.139	11.688	11.688	11.688
*** PROGRAM SUMMARY				3276		53		55	10.10		7	10.10		9	10.10	100.000	100.000	100.000	100.000

RESOURCE UTILIZATION BY DEPARTMENT AREA

PROGRAM AREA, HOME ECON.

CRS NO.	COURSE	PHASE	PPM	MPM	MINS	TOT. % OF COURSE	SECTIONS NO	MEAN SIZE	PUPILS			TEACHERS			ROOMS	TIME				
									NUMBER	% OF TOTAL	% OF TOTAL	NUMBER	% OF TOTAL	% OF TOTAL		NUMBER	% OF TOTAL	(BASED ON SCHEDULE TOTALS)	PUPILS	TEACHERS	ROOMS
352	PHASE 1	2	2	60	18.2	2	26	26	53	9.55	2	33.33	2	22.22	2	22.22	2	2.933	3.002	3.025
352	PHASE 2	6	3	270	81.8	2	26	26	53	9.55	2	33.33	2	22.22	2	22.22	2	19.199	19.508	19.611
352	CLOTH RA			330		4			53	9.55	2	33.33	2	22.22	2	22.22	2	16.132	16.510	16.635
355	DRESS MKG	3	4	180	100.0	2	11	11	22	3.96	1	16.67	1	11.11	1	11.11	1	3.652	4.503	4.537
356	PHASE 1	2	2	60	33.3	7	21	21	151	27.21	1	16.67	1	16.67	2	22.22	2	8.356	4.503	4.537
356	PHASE 2	4	2	120	66.7	7	21	21	149	26.85	1	16.67	1	16.67	1	11.11	1	16.491	16.567	16.586
356	FO MEAL PR			180		14			151	27.21	1	16.67	1	16.67	3	33.33	3	24.848	15.009	15.123
359	PHASE 1	2	2	60	33.3	1	29	29	29	5.23	1	16.67	1	11.11	1	11.11	1	1.605	6.750	0.756
359	PHASE 2	4	2	120	66.7	1	27	27	27	4.80	1	16.67	1	11.11	1	11.11	1	2.508	11.501	11.512
359	CREAT FDS			180		2			29	5.23	1	16.67	2	22.22	2	22.22	2	4.593	2.251	2.268
364	H EC CGMI	4	3	180	100.0	1	9	9	9	1.62	1	16.67	1	11.11	1	11.11	1	1.494	2.251	2.268
366	PHASE 1	3	1	45	20.0	1	22	22	22	3.96	1	16.67	1	11.11	1	11.11	1	0.913	0.563	0.567
366	PHASE 2	4	3	180	80.0	2	11	11	22	3.96	1	16.67	1	11.11	1	11.11	1	3.052	4.563	4.537
366	H EC CCM 2			225		3			22	3.96	1	16.67	1	11.11	1	11.11	1	4.566	5.066	5.104
372	AD LIVING	4	3	180	100.0	13	17	17	134	24.14	2	53.33	2	55.56	5	55.56	22.247	29.268	29.490	
381	CHILD DEV	4	3	180	100.0	2	17	17	35	6.31	1	16.67	1	11.11	1	11.11	5.811	4.503	4.537	
385	HOME NURS	4	3	180	100.0	7	12	12	84	15.14	1	16.67	1	11.11	1	11.11	13.946	15.760	15.879	
389	PHASE 1	6	1	90	33.3	1	12	12	12	2.16	1	16.67	1	11.11	1	11.11	0.596	1.126	1.134	
389	PHASE 2	4	3	180	66.7	1	9	9	9	1.62	1	16.67	1	11.11	1	11.11	1.494	2.251	2.268	
389	HOUSE P&F			270		2			12	2.16	1	16.67	1	11.11	1	11.11	2.490	3.377	3.403	
397	H EC SEM	4	1	60	100.0	1	4	4	4	0.72	2	32.33	2	11.11	1	11.11	0.221	1.501	0.756	

***PROGRAM SUMMARY

2145	51	555	100.00	6	100.00	9	100.00	100.000	100.000	100.000
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MASON CITY HIGH SCHOOL

JANUARY 5, 1972

PAGE 12

RESOURCE UTILIZATION BY PROGRAM AREA

PROGRAM AREA: ART

CRS AC.	COURS.	PHASE	MATERIALS-PAPER/INK			SECTIONS			PUPILS			TEACHERS			ROOMS			TIME		
			NO.	OF	MIN.	NO.	OF	MIN.	NO.	OF	MIN.	NO.	OF	MIN.	NO.	OF	MIN.	NO.	OF	MIN.
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
401	CHAFIS 1		6	3	270	100	4	17	88	28	81	1	32	33	1	50	29	395	35	254
403	CHAFIS 2		6	3	270	100	1	34	39	16	53	1	33	33	1	50	16	859	8	824
412	ART 1		6	3	270	100	2	33	66	27	97	1	33	33	1	50	28	530	17	647
414	ART 11		6	3	270	100	2	15	31	13	14	1	33	33	1	50	13	431	17	647
416	ART 12		6	3	270	100	1	14	18	7	63	1	33	33	1	50	7	781	8	824
912	ART 1		4	3	180	100	2	7	14	5	53	1	33	33	1	50	4	35	11	765

*** PROGRAM SUMMARY ***

1550 12 256 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000

EXPENSES UTILIZATION BY DEPARTMENT

PROGRAM AREA, VCC, AGRIC.

CRS NO.	COURSE PHASE	PPM	MPM	PMS	COURSE	NO	SIZE	PUPILS		TEACHERS		% OF TOTAL	NUMBER	% OF TOTAL	BASED ON SCHOOL TOTALS	
								NUMB.	% OF TOTAL	NUMB.	% OF TOTAL				PUPILS	TEACHERS
426	VCC AG I	4	6	360	105	1	3	3	27	1	5	5	1	25	4,011	10,750
432	PHASE 1	4	3	180	66.7	2	19	39	35.14	1	5	5	1	25	26,072	18,750
432	PHASE 2	6	1	90	33.3	2	2	41	36.94	1	5	5	2	50	13,705	9,375
432	HCRTICULI			270		4		41	36.94	1	5	5	2	50	39,777	28,125
444	PHASE 1	2	2	60	28.6	1	52	52	46.85	1	5	5	1	25	11,588	3,125
444	PHASE 2	5	2	150	71.4	3	17	52	46.85	1	5	5	2	50	28,569	23,438
444	AG M-CH I			210		4		5	46.85	1	5	5	3	75	4,557	26,563
446	PHASE 1	2	2	60	21.1	1	14	14	12.61	1	5	5	1	25	3,120	3,125
446	PHASE 2	5	3	225	78.9	2	7	15	13.51	1	5	5	2	50	12,535	23,438
446	AG M-CH 2			285		3		15	13.51	1	5	5	2	50	15,655	26,563
*** PROGRAM SUMMARY																
								111	100	2	100	4	100	100	100,000	100,000

MASON CITY HIGH SCHOOL

JANUARY 5, 1972

PAGE 14

RE-SOURCE UTILIZATION BY DEPARTMENT AREA

PROGRAM AREA, IND. ARTS

CRS NO	MELLING PATTERNS/240				SECTIONS		PUPILS		TEACHERS		ROOMS		TIME				
	COURSE	PHASE	PPM	MPM	TOT. MINS	COURSE	NO.	MEAN	NUMB	% OF TOTAL	NUMBER	% OF TOTAL	BASED ON SCHOOL TOTALS	ROOMS			
452	WOODS 1		4	3	180	100	7	14	100	17.21	1	14.29	1	12.50	15.756	16.438	16.438
454	WOODS 2		4	3	180	100	2	17	34	5.85	1	14.29	1	12.50	5.357	4.697	4.697
455	WOODS III		2	2	60	100	1	7	7	1.20	1	14.29	1	12.50	0.368	0.783	0.783
462	MECH DRAW		4	4	240	100	3	13	41	7.06	1	14.29	1	12.50	8.613	9.393	9.393
464	MLCH DRAW2		4	4	240	100	1	14	14	2.41	1	14.29	1	12.50	2.941	3.131	3.131
465	MECH DR 3		4	3	180	100	1	11	11	1.89	1	14.29	1	12.50	1.733	2.348	2.348
468	ARCH DES		4	3	180	100	1	17	17	2.93	1	14.29	1	12.50	2.679	2.348	2.348
472	METALS 1		4	4	240	100	3	20	60	10.33	1	14.29	1	12.50	12.605	9.393	9.393
474	METALS 2		4	4	240	100	1	10	10	1.72	1	14.29	1	12.50	2.101	3.131	3.131
476	METALS 3		5	3	225	100	1	4	4	0.69	1	14.29	1	12.50	0.788	2.935	2.935
482	BASIC ELEC		4	4	240	100	2	11	22	3.79	1	14.29	1	12.50	4.622	6.262	6.262
484	ELECTRONIC		4	4	240	100	2	12	25	4.30	1	14.29	1	12.50	5.252	6.262	6.262
486	ELECTRON 2		6	2	180	100	1	10	10	1.72	1	14.29	1	12.50	1.576	2.348	2.348
491	CONS MECH		4	3	180	100	1	44	44	7.57	1	14.29	1	12.50	6.933	2.348	2.348
492	AUTO MECH1		4	3	180	100	7	15	136	23.41	2	28.57	1	12.50	21.429	16.438	16.438
494	AUTO MEC 2		4	3	180	100	3	8	26	4.48	1	14.29	1	12.50	4.097	7.045	7.045
498	BLDG TRADE		4	3	180	100	2	10	20	3.44	1	14.29	1	12.50	3.151	4.697	4.697

PROGRAM SUMMARY

3345 501 5000 7 10000 100000 100000 100000

RESERVED UTILIZATION BY PROGRAM AREA

PROGRAM AREA: PHYS. ED.

CRS NO	COURSE PHASE	MEETING PPM	MINS	TUT: # OF	SECTIONS NO	M/AN SIZE	PUPILS		TEACHERS		ROOMS		TIME		
							NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	(BASED ON SCHOOL TOTALS)	(BASED ON SCHOOL TOTALS)	
5.2	PHY ED 80Y	4	3	180	100	8	87	73	40.20	3	42.86	1	25.11	49,264	22,222
5.4	PHY ED 80Y	4	3	180	100	1	53	53	3.71	3	42.86	1	25.00	3,714	2,778
5.12	P E 11G	4	3	180	100	5	23	116	6.13	1	14.29	1	25.00	8,129	13,889
5.14	P E 11G	4	3	180	100	9	31	277	15.41	1	14.29	1	25.00	19,411	25,000
5.16	P E 12G	4	3	180	100	9	21	173	12.12	1	14.29	3	75.00	12,123	22,222
5.12	P E 13G	4	3	180	100	5	21	105	7.36	1	14.29	2	5.00	7,358	13,889

***PROGRAM SUMMARY

1:00 35 1627 7 100 4 100 16,667 16,667

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CHRONOLOGICAL SUMMARY OF EVENTS

1969

- April 18 Proposal entitled "THE UTILIZATION OF MODERN MANAGEMENT TECHNIQUES IN THE ADMINISTRATION OF SCHOOLS" submitted to the U. S. Commissioner of Education for support through authorization of the Bureau of Research
- June 27 U. S. Office of Education awards The University of Iowa Contract OEC-0-9-099011-4395- (010)
Dr. Walter J. Foley named Project Investigator
Dr. Lance Hodes assigned as Project Officer in Washington, D. C.
- July Dr. Walter J. Foley attended one week of a workshop in Duluth
August MIS ES'70 chosen as the name to be used by Iowa Educational Information Center for the project
- September Mason City High School, Mason City, Iowa, chosen as pilot school for the project. after the project was submitted for school board approval
"Mission and Goals Statement" written by Dr. Walter J. Foley
- October 13 U. S. O. E. amended the contract of scope of work to include attendance at Essup, Inc., meetings at no increase in funds
- October 22 Dr. Walter J. Foley at ES '70 Network meeting in Quincy, Massachusetts.
- October 23 Dr. Walter J. Foley in Washington, D. C. to discuss the project with U. S. O. E. officials -- project separated from ES'70 Network schools
- November Since we are not a part of the ES'70 Network, the name was changed, and the project named "Management Information System (MIS)"
- Dr. Duane Nielsen, U.S.O.E., visited Iowa Educational Information Center, and made suggestions regarding the monthly report and expansion of the abstract
- Salary Schedule program written, debugged and tested
- "Mission and Goals Statement" printed as Monograph I

- December The MIS abstract prepared and mailed to Dr. Lance Hodes
- MIS Portfolios printed and disseminated. A detailed listing of the persons and agencies receiving materials is in Part IX.
- 1970
- January Nationwide dissemination of Monograph I, "Mission and Goals Statement" by Dr. Walter J. Foley
- February Monograph II, "A Glossary of Terms" by Monte Kloberdanz, printed and disseminated
- MIS presented at two-day UPDATE Workshop held in Iowa City and Waterloo, Iowa.
- "Mission and Goals Statement," Monograph I, reprinted
- Dr. Walter J. Foley discussed the project with U. S. O. E. officials in Washington, D. C.
- Dr. Dale Chismore, Washington, D.C., visited the Iowa Educational Information Center.
- March 18 The questionnaire "Pupil Inventory" cleared by U. S. O. E. for use in the project
- MIS presented at Modular Flexible Workshop held at Iowa City, Iowa
- MIS pamphlet printed and disseminated
- Dr. Walter J. Foley attended ES '70 meeting in Santa Fe, New Mexico
- April Monograph III, "Pupil Tract Area Survey" by Kenneth G. Jensen, printed and disseminated
- Monograph II reprinted
- Monograph I reprinted for second time
- MIS materials presented at Regional Center Data Processing meeting, Des Moines, Iowa

- May 4-6 Dr. Walter J. Foley attended ES '70 Network meeting at San Mateo, California
- May 15 MIS Pupil Tract Area Survey was conducted at Mason City High School (pilot school), Mason City, Iowa
- June 18 U.S.O.E. awarded additional funds of \$124,855.00 to the contract for the period 6/15/70 through 6/15/71
- July Completed printout of Survey results
- July Charles Reubling, Mason City, Iowa, appointed Liaison Officer to work with IEIC and the Mason City Pilot School
- October Monograph IV, "Classroom Utilization" by Dr. Holbert M. Miller, printed and disseminated
- October 22-23 Dr. Walter J. Foley reported to Dr. Lance Hodes in Washington, D. C., on the progress of the project and discussed the intended focus on program planning and budgeting implications of the project
- December 1-2 MIS presented at the 55th Annual Conference of School Administration and Supervision, Iowa City, Iowa

1971

- January 11 Dr. Walter J. Foley and Dr. Rod Bickert, Superintendent of Mason City High School (pilot school) report to the State Department of Public Instruction, Des Moines, Iowa, on the MIS project
- February 11 MIS presented to superintendents of Black Hawk County at a meeting in Waterloo, Iowa
- February 2-3 MIS presented at the Modular Flexible Scheduling Workshop which was attended by school administrators from Iowa, Indiana, and Missouri
- Monograph V, "Student Use of Unscheduled Time" by Dr. Larry Smiley, printed
- March Monograph V disseminated
- April Monograph VI, "Pupil Tract Area Survey...Second Edition" by Kenneth G. Jensen, printed and disseminated

- January 11-12 MIS Orientation Workshop conducted at Iowa City, Iowa, for all schools using Stanford School Scheduling System
- Mount Ayr, Iowa, requested Resource Utilization-- was completed
- The Mason City High School , Mason City, Iowa, Second Semester Pupil Survey Analysis was completed and disseminated
- February Dr. Gordon G. Harr conferred with Dr. Richard B. Otte in Washington D. C.
- UPDATE Traditional Scheduling Conference was held for Iowa schools, and MIS materials presented--the conference was held at Cedar Rapids, Iowa
- Dr. Gordon G. Harr presented MIS materials at Annual Conference of the American Association of School Administrators in Atlantic City, New Jersey
- Resource Utilization for Linn-Mar, Iowa, school district completed and mailed
- March 5-7 National MIS conference held at Mason City, Iowa; the major purpose of the conference was to make school administrators aware of MIS techniques in educational decision-making
- March MIS meetings conducted in Pocahontas, Iowa, Atlantic, Iowa, Oelwein, Iowa, Sigourney, Iowa, and Ankeny, Iowa to acquaint Iowa school districts with MIS research
- April MIS workshops held in Coralville and Des Moines, Iowa
- May Official and complete approval of the merger of the Iowa Educational Information Center and Iowa Center for Research in School Administration was received from The University of Iowa
- Work on the MIS project will be carried forward in the twenty largest school districts in the state of Iowa as part of their membership in the merged organization

- May 3-4 Pupil Tract Area Survey administered at McAdams Jr. High School & Roosevelt Junior High School, Mason City, Iowa, processed and returned
- May 11 Letter informed Iowa Educational Information Center that Dr. Richard B. Otte had succeeded Dr. Lance Hodes as U.S.O.E. Project Officer
- June Pupil Tract Area Survey administered at Mason City High School to tenth and eleventh graders, and to ninth graders at Monroe Junior High
- Monograph VII, "Resource Allocation" by Larry Smiley, printed and disseminated
- June 3-4 A Site Visit was conducted by Dr. Richard B. Otte, Dr. Glenn Boerrigter, Dr. Ivan Seibert and Mr. Herbert Bright, of U.S.O.E. Goals and objectives for the third year of project were developed
- June 24 Additional funds of \$124,616.00 awarded The University of Iowa and contract extended from 6/15/71 through 6/14/72
- August Requests for Resource Utilization received from the following schools: Highland, Linn Mar, Pleasant Valley, Webster City, West Union and Mason City, with Mason City and Linn Mar receiving their materials (Highland is a Missouri school--the rest are Iowa schools)
- September Mason City High School 1971-72 Pupil Tract Area Survey completed, processed and returned
- Requests for Resource Utilization were received from the following schools: Grinnell, Pocahontas, and Elkader (Iowa)
- Monograph VIII, "Planning Facilities for Student Use During Unscheduled Time" by Dr. Richard E. Munsterman, was printed and disseminated
- November Representatives from the Iowa Educational Information Center and Department of Public Instruction conducted educational management meetings at Cedar Rapids on November 2, and Fort Dodge November 3
- Monograph IX, "Planning an Educational Budget by Program Through Financial Resource Allocation" by Ernest R. Goeres, printed and disseminated
- November 30 MIS presented at the 56th Annual Conference on School Administration and Supervision, Iowa City, Iowa

MANAGEMENT INFORMATION SYSTEM

FINANCE TRACT

Workshop I

"TOWARD PPBES"

Iowa City, Iowa

April 20, 1972

Des Moines, Iowa

April 27, 1972

GOAL

After participating in this series of Workshops and working with the Finance Tract consultants, each local school district should be able to effectively implement the budgeting portion of the Finance Tract, thereby moving toward a total PPBE System.

CRITICAL TASKS

- I. Establish commitment of local school district personnel to the concept of program-oriented budgeting and accounting.
- II. Develop knowledge of the program-oriented chart-of-accounts and be able to relate it to the local school district's administrative organization and curricular structure.
- III. Assign budget responsibility and accountability to appropriate personnel.
- IV. Establish communication lines, both vertically and horizontally.

CRITICAL TASK 1

"Promoting the Rationale"

- A. What do you expect as the result of having a PPBES?
(long-range)
- B. What do you expect as the result of implementing the budgeting phase of the Finance Tract? (short-range)

C. Rationale for ASBO System Outlined

Why develop PPBS or ERMS? The Research Corp. of the Assn. of School Business Officials, author of ERMS, used the following guidelines to develop its system:

1. Resources available to a school district are less than equal to the demands of that district.
2. School districts exist to produce sets of outcomes--to achieve specific changes in characteristics of learners.
3. Objectives of school districts can theoretically be achieved in a multitude of ways (program plans), some of which are more effective than others.
4. Productivity of school districts can be increased by learning activities and supporting services which are directed toward achieving previously defined goals and objectives.

C. Rationale for ASBO System Outlined (continued)

5. Better decisions regarding selection of program plans and greater benefits from their operation result when the costs are considered on a long-term (multiyear) basis.
6. Better decisions regarding selection of program plans and greater benefits from their application result when outcomes are methodically related to objectives.

D. Reasons for moving to program-oriented budgeting and accounting from D.F.I. finance committee discussion materials.

1. Program-oriented accounting provides the capability of generating information which will assist school administrators in making choices related to optimum allocation of resources among alternative programs or educational needs.
2. Program-oriented budgeting and accounting describes desired accomplishments, rather than merely listing the objects of expenditure.
3. Program-oriented budgeting and accounting develops a cost-quality awareness among school administrators, school boards, and lay citizens.
4. Program-oriented budgeting and accounting will enable fiscal administrators to group all operational units or programs together for individual or collective analysis according to comparative standards defined by the users.
5. Program-oriented budgeting and accounting will provide for more uniform and accurate comparisons, among the various educational agencies, of effectiveness of both fiscal and educational programs.
6. Program-oriented budgeting and accounting procedures will provide the type and degree of data specifically needed for intelligent predictions of future fiscal and educational programs through the budget preparation.
7. Program-oriented budgeting and accounting will maintain fiscal responsibility and accountability, thereby safeguarding the stewardship of public funds.

E Purpose of PPBS (From U. S Handbook II - revised)

Most school systems budget and account for financial resources by object classifications. Items such as salaries and benefits, purchased services, supplies and materials, or capital outlay are budgeted and accounted for by charging against specific functional categories such as administration, instruction, health services, and plant maintenance and operation. Generally, no formal attempt is made to relate the costs of items, or input into the educational budget, to output, the results expected from the educational system. Hence the educational community, the public, and the administrator has little data with which to assess the results of educational activities, to decide among alternative courses of action, or to plan for future needs and expenditures. In short, the decision-maker does not have the appropriate information, financial or evaluative, with which to judge how well the educational system has succeeded in its task of educating students with its allotted resources.

PPBS assists in fulfilling management's need for better information. In essence, it is a tool or technique used to plan the activities of a school system to meet the needs of the community it serves, and to choose among the alternative ways in which the system can allocate available resources to achieve desired results. Emphasis is placed upon evaluation of the effectiveness of the total educational system in relation to stated goals and objectives and to cost. Thus, PPBS is an output-oriented system which provides the ability to analyze the cost versus the benefits of the educational results.

216

CRITICAL TASK II

"Relating to the Chart-of-Accounts"

A. Assumptions:

1. A program structure exists.
2. Planning and programming take place to some degree.
3. Begin the "process of change" with the present situation.
4. Therefore, the chart-of-accounts should reflect the program structure which is currently in operation.
5. Effective use of PPBES will lead to appropriate changes in the program-structure (administrative organization and curricular structure).

B. Function-object vs. Program-oriented chart-of-accounts

1. The function-object chart-of-accounts answers the following questions:
 - a. Generally, for what function is this expenditure being made?
 - b. What "object" is being purchased?
2. The program-oriented chart-of-accounts answers the following questions.
 - a. Specifically, why is this expenditure being made?
 - b. What type of expenditure (object) is being made?
3. The primary concern is with cost of operating programs, departments, and activities (courses) rather than the amount spent for particular objects.

C. An example: The Finance Tract Chart-of-Accounts

1. High school biology teacher ordering a sound-filmstrip entitled "Cell Division."

27

C. An example: The Finance Tract Chart-of-Accounts (continued)

2. The industrial arts department at Monroe Junior High is replacing four work benches used for instruction in woodworking.
3. One-third of the secretary's time at Madison Elementary School is used as secretary to the principal. The rest of her time is spent with routine clerical tasks related to general operation of the school.
4. The custodian at the Central Office is ordering a new mop.
5. Miss Jones teaches child development and dressmaking at the high school. The home economics department chairman indicates that the latter course is 30% of the assignment and the other course is 70% of the assignment.

CRITICAL TASK III

"Budget Responsibility and Accountability "

- A A liaison person between ICRSA and the local school district.
1. Handle all mailing and shipping between Center and district.
 2. Collect budget input and distribute budget output.
 3. Be the "focal point" of questions regarding use of the budgeting program.
 4. Be the "in house expert" on the budgeting system.
- B. How are school district personnel assigned within the administrative structure?
1. Responsible for operation of programs, departments, and/or activities.
 2. Responsibility for preparation of budget input.
 3. Accountable for the dollars spent and the results achieved.
- C Initiation of budget item (or item to be ordered) is responsible for coding,

CRITICAL TASK IV

"Communication"

Communication is particularly important in planning stages.

1. Planning is the process of guiding internal change so that the school adapts effectively to the needs of those it serves. Planning is concerned with developing recommendations for policy changes. These policy changes will typically identify goals, general objectives, and programs to be adopted.
2. Upper management levels communicate general goals and objectives and obtain feed back (vertical communication).
3. Check for consistency and overlap among activities and departments (horizontal communication).

MISSIONS and GOALS STATEMENT

Management Information System

A plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

I

251

MISSIONS AND GOALS STATEMENT OF THE IEIC MANAGEMENT INFORMATION SYSTEM

The IEIC Management Information System represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

This project is supported by the U. S. Office of Education, Bureau of Research, under Title IV of The Elementary and Secondary Education Act. The research is planned and carried out under Contract Number OEC-0-9-099011-4395 (010).

IOWA EDUCATIONAL INFORMATION CENTER
The University of Iowa
Iowa City, Iowa
September, 1969

FOREWORD

The Management Information System described in this report represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system. The Management Information System component is being developed to meet the need for the coordination of the resources of staff, facilities, and time with the long range planning and financial management efforts of the future.

The statement of project missions and objectives which follows was initially documented in a proposal for research and related activities titled "The Utilization of Modern Management Techniques in the Administration of Schools," submitted April 18, 1969, to the U. S. Commissioner of Education for support through the authorization of the Bureau of Research. This report, Missions and Goals Statement of the Management Information System, is based upon the original proposal.

The project was funded on July 1, 1969. The program is now underway in cooperation with the Educational System for the Seventies Network (ES'70).

This document is the first in a series of communications from the Iowa Educational Information Center designed to disseminate the progress of the project.

Dr. Walter J. Foley
Director
Iowa Educational Information Center

- 3 -

MISSIONS AND GOALS STATEMENT
of the
Management Information System in Cooperation with the
Educational System for the Seventies Network

Introduction

It is a truism that educational systems in the seventies will be represented by new relationships between federal, state, and local educational agencies. In addition to the relationship changes expected within the educational establishment, it is also expected that private and public lay organizations, professional societies, and institutions of higher learning will play a new and expanded role in innovation and educational decision-making. These changes in our educational system will create management problems not presently encountered by those responsible for the educational experiences of youth.

The assumption of this project is that innovative educational programs developed and demonstrated within ES'70 will not remain in the research and demonstration stage-but that they will enter into the mainstream of the educational system. The proposed management information system will assist in the dissemination process by serving decision questions related to resource allocation, organization and performance as they relate to expenditure level and educational goal attainment. It has been the experience of the Iowa Educational Information

Center that the management vehicle for relating resource allocation to program goals is the program schedule .

The developmental effort will focus upon a management information system that is responsive to the information needs of decision-makers across the stated levels of educational involvement outlined in ES'70. It is assumed that the decision settings, as well as decision alternatives, differ across the local, state, and federal levels. Therefore, information requirements are assumed to be different at the three program levels. In other words, we assume that multiple decision situations exist across levels. The problem area demands a management system that is responsive to the existence of multiple decision-makers across levels of program involvement and decision settings. The response to this problem area is contained in the three missions of the developmental project.

MISSION I

The Development and Construction of a Common Data Base

Administration in education has moved from a focus on activities to one of decision-making. Current conceptualizations of administration presented by writers like Simon, Griffiths, and Likert focus on the decision-making functions of administrators as the key to improving management. In fact, Simon finds it convenient to use managing and decision-making as being synonymous.



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This shift in emphasis from activity (doing) to decision-making (deciding) has implications for the management information system for ES'70. It is expected that a bank of educational data will be a necessary precondition for any systematic study of the information needs in decision-making.

The first mission, that of data bank construction, capitalizes on the capability and experience of the Iowa Educational Information Center in this area. The following data bank outline is presented to specify the four interrelated activities necessary in data bank development:

1. Information Collection - the development of specifications for information sources and, when appropriate, sampling techniques; the development of specifications for instrument construction, and the scheduling of information collection; the development of common definitions for data elements in the bank.
2. Information Organization - the development of methods for cross classification of information; the development of coding systems for information storage; the development of systematic reliability and validity checks for information.
3. Information Analysis - the development of analytical tools for information manipulation; the development of base line or referent information; the development of schedules for periodic evaluation of procedures.
4. Information Reporting - the development of criteria for specifying information reporting audiences; the development of formats, schedules and reporting session procedures; the development of strategies for providing information to users.

Data bank activities are to be structured to classify data elements under the categories of pupils, finance, facilities, staff, and community.

These classifications will be interrelated by employing the school program schedule as the data organizer. The five classes of inter-related data, once in a data bank, have the potential of being manipulated to create information specific to critical questions across and within data categories, as well as to predict future problem areas. The thrust is for the development of a taxonomy of data elements stored in a common data base to provide information across decision settings.

A great deal of work has already been done by the U. S. Office of Education on the taxonomy problem of data element definition. The Iowa Educational Information Center has also defined and developed many systems and data collection techniques.

MISSION II

The Development and Construction of a Program Monitoring System

Educators are accustomed to the term system as in phrases like "our education system." Still, a brief overview of systems theory is necessary to clarify management's role in systems concepts to provide a frame of reference for both methodological development of concepts and a program monitoring system. The logic begins with a conceptualization of a system in the form of an input-black box-output analogy. Pupils are the input of the system, the educational experiences of the school serve as the operations associated with change in pupil behavior, and pupils serve as output of the system.

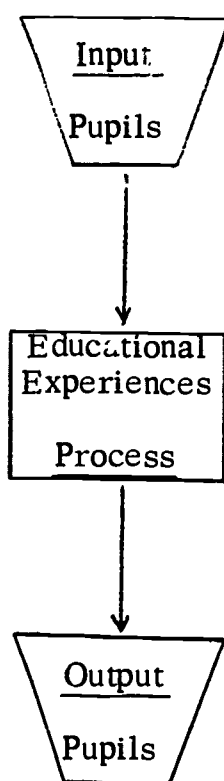


Figure 1.

This is admittedly a narrow view of education, but its familiarity serves well in introducing the concepts. Each decision-maker enters this situation with his unique set of blinders for viewing the educational system. Any system is defined simply as having an input, a process, and an output. A system also spans time and connotes some change (many times referred to as the black box) occurring between the input and the output. Also a system is simply what it is - no more, no less.

In our example input is defined as the pupils entering the system. Pupils can be further defined by their sex, age, attitude, aptitude, and by many other factors. In systems terminology, these characteristics

2508
provide the range of tolerance for the acceptable input "raw material" entering the system. The output of the system (graduates, transfers, dropouts) are the products of the system. The process is what occurs between input and output. The process as reflected in the program schedule is viewed as a key to management information systems in this paper.

Flexible Scheduling as a Program Monitoring Tool

In the summer of 1965, an agreement was reached between Stanford University and The University of Iowa to increase the availability of the Stanford School Scheduling System service. At The University of Iowa, the Iowa Educational Information Center pooled talent and funds in rewriting the Stanford program. The Stanford School Scheduling System is now available from two University sources in this country - Stanford University and The University of Iowa.

It is generally conceded by knowledgeable administrators that the Stanford School Scheduling System program can produce a schedule which is responsive to the needs of the individual pupil, while at the same time relating the program requirements for staff, facility, and material program resources. The interrelatedness of elements is the key for effective program monitoring. A schedule tailored to meet the educational needs of the individual is the first step toward management of personnel, facilities, and time.

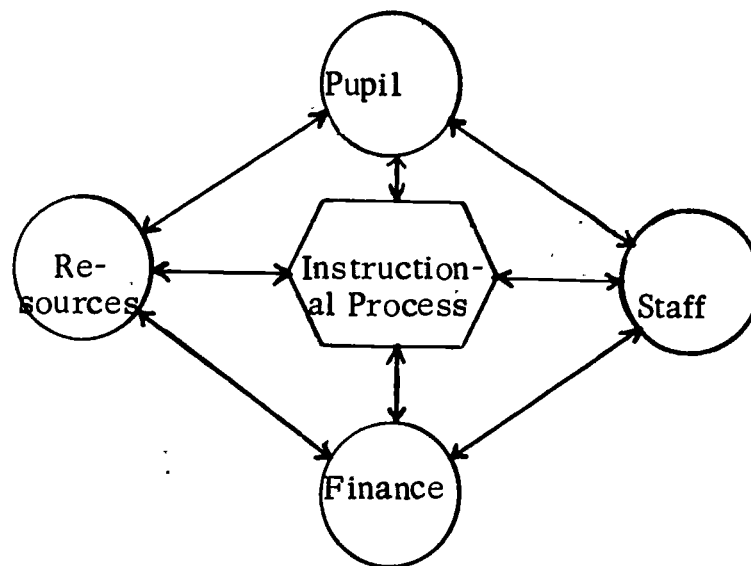


Figure 2.

The Schedule As A Vehicle For Showing The Relationship
of Resource Variables

MISSION III

The Development and Construction of Simulation, Modeling and Reporting Devices for Management

The governing board of Project ES'70 is faced with the task of project planning, executing the plan, and evaluating progress against the goals of the project to assure that it meets project commitments and responsibilities. This ability demands appropriate planning tools for the task. It is obvious that improved management tools are an absolute necessity for effective management in a modern complex educational organization. Where possible, this project will develop and relate management tools to the needs of ES'70 agencies.

The Iowa Educational Information Center will continue in the development of a Program, Planning, Budgeting, and Evaluation System

(PPBES) for public schools. It is the intent of this project to enhance the program management phase of our Center commitment. The experience of the Center to date in developing a data bank containing statewide data involving pupils, finance, facilities, staff and community will be capitalized on in the development of management concepts for long range planning. The guidelines being used in the development are:

1. PPBE Systems are based on the premise that all desired output can be measured in terms of time, cost, and educational achievement.
2. Planning educational outputs (objectives) is a systemwide process that begins with the policy of the board of education.
3. PPBES is not simply a budget, but rather a catalyst through which policy objectives, alternatives for achieving the objectives, and costs are aligned.
4. The five components of a school system (pupils, finance, facilities, staff, and community) are developed in terms of interaction rather than as five individual parts of a budget that can be cut, lifted out and displayed one by one.

The key factor is file interrelatedness. Unless the interaction of the five components is considered, it is not a system but rather five separate unrelated files, with each file useful only in its own area, making any planned program for projection of multiyear costs and objectives impossible.

Program Evaluation and Review Technique (PERT) has recently appeared to alleviate the manager's control difficulties. The technique has received widespread attention in government, the defense industry,

and business. There are also widespread possibilities for application of PERT in educational decision-making.

PERT has several distinguishing features:

1. PERT gives management the ability to plan the best possible use of resources to achieve a given goal within overall time and cost limitations.
2. PERT enables executives to manage "one-of-a-kind" programs as opposed to repetitive production situations.
3. PERT utilizes what is called the "time network analysis" as a basic method of approach and as a foundation for determining manpower, material, and capital requirements.

The Critical Path Method (CPM) is defined by the path between the start date of the project and the end objective date network of activities that requires the greatest amount of time. It is found by totaling the individual mean times along every possible path in the network and selecting the sequence of activities or events requiring the greatest amount of time. When any event or activity on the critical path falls behind its expected date of accomplishment, by definition, the final event will fall behind schedule.

One of the major advantages of PERT and CPM is that the kind of planning required to create a valid network represents a major contribution of the definition and ultimate successful control of a major complex problem.

In addition to PPBES, PERT, and CPM, other operations research tools that related to the proposed program management information

system are outlined below with their major facets listed:

Linear Programming

1. The development of criteria for linear program applications.
2. The development of linear program applications to educational problems.
3. The application of linear program solutions to appropriate ES'70 problems.

Input-Output Analysis

1. The development of specifications of interdependence between educational levels.
2. The development of educational system criteria.
3. The development of education simulation models.

Simulation and Administrative Gaming

1. The development of simulation materials for decision-making.
2. The development of gaming solutions to complex decision-making situations.
3. The development of decision-making tools.

Educational Forecasting

1. The development and adaptation of population prediction programs such as Dynamod II.
2. The systems development and programming of educational models for financial projections.
3. The development of space utilization program packages for building planning.

Data Requirements

While it is recognized that there are many goals in existence for ES'70 schools, it is assumed that the primary goal of a school system is instruction. Therefore, data requirements for a Management Information System are outlined in general terms in relation to instructional program inputs, processes, and outputs.

Management Information Systems and Subsystems

Each school can be conceptualized in terms of the overall information system necessary to carry out the instructional goals of the system. However, this project will also consider the information needs of the resource categories of pupils, staff, facility, finance and community as subsystems of the instructional system. Data elements for each of the subsystems will be stored with the instructional system information requirements in mind and where practical, they will be interrelated to provide easy and inexpensive retrieval.

The Relationship of Output to Input

In a systems development study, one begins to plan with the present output. The task is to identify and measure the present system output in relation to the goals and objectives of the system. Therefore, one must determine operational definitions of system goals. The primary sources of goals and objectives in an educational system are professional standards, community standards, and past system performance.

The second step in designing an information system is to specify the present status of the instructional program. This analysis consists of determining the allocation of program resources presently in use to achieve the system objectives.

Third, the present status of system input is determined in relation to the information needs specified for program output. The requirements outlining the restriction of input can be seen as placing

limitations on the use of possible resources in the instructional process to produce the desired output.

Present status of both output and input become reference points for future system output and input. They become past system performance standards and can be used to point out both planned and unplanned change in system performance with each cycle of the system. While stated in sequence, the relationships of input to output are not accomplished without considerable overlap.

Feedback

Discrepancies between present output and standards of past performance, present output and professional standards, present output and community standards form one basis for management decisions which alter the functioning of the system. Changes based on decisions related to discrepancies are fed back into the instructional program to alter its performance.

The function of monitoring input into the system serves a somewhat different purpose in that discrepancies in input allow decisions about change in program resources prior to system processing.

Figure 3 shows the general model of how status measures derived from objectives provide for system modification.

1. Status measures are compared with professional standards.
2. Status measures are compared with past system performance.

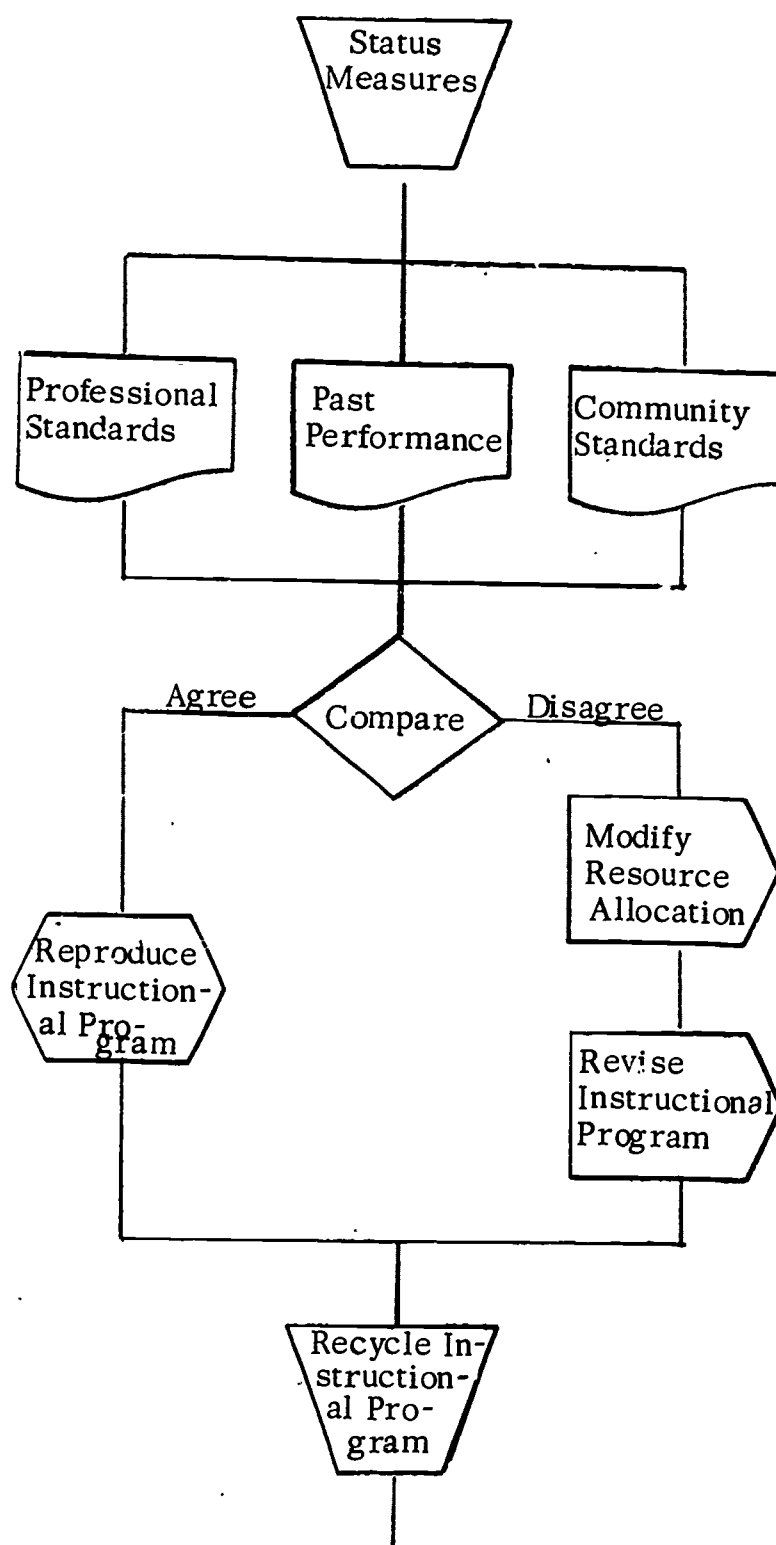


Figure 3.

3. Status measures are compared with community standards.

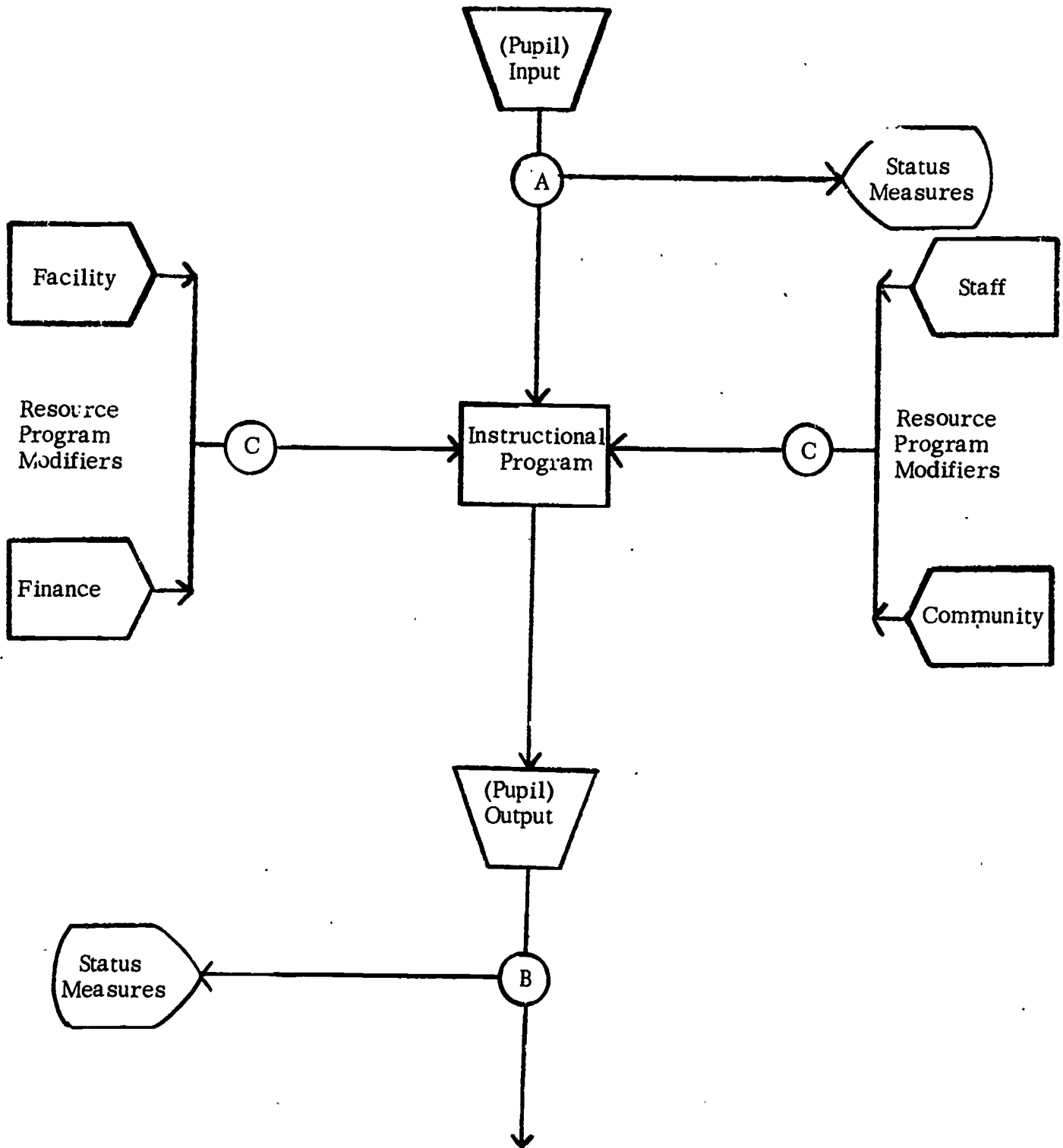
The two possible conditions are there is agreement and disagreement between status and standards. When there is disagreement, resources can be modified and thus alter the instructional program. This figure can be thought of as outlining the feedback process in the system.

Instructional Program Subsystems

The following five flow charts depict the interrelatedness of each of the five subsystems. While people conventionally think in terms of the pupil input-output flowed in Figure 4, the subsystems of staff, facility, community and finance can also be modeled to show their interrelatedness to each other and to the instructional system. The key element in a management information system is the ability to show the effect of change in any subsystem on the other subsystems of the instructional program.

Status measures from at points A and B can be compared for change in a before and after sense. Point C introduces the resources necessary in carrying out the instructional program. The systems principles involved are those of system wholeness, interrelatedness, compatibility and optimization.

The Pupil data file will contain elements with common definitions related to demographic characteristics when possible, and will contain measures of the present level of intellectual functioning and measures of achievement, performance, aspiration, and expectation. The Pupil file



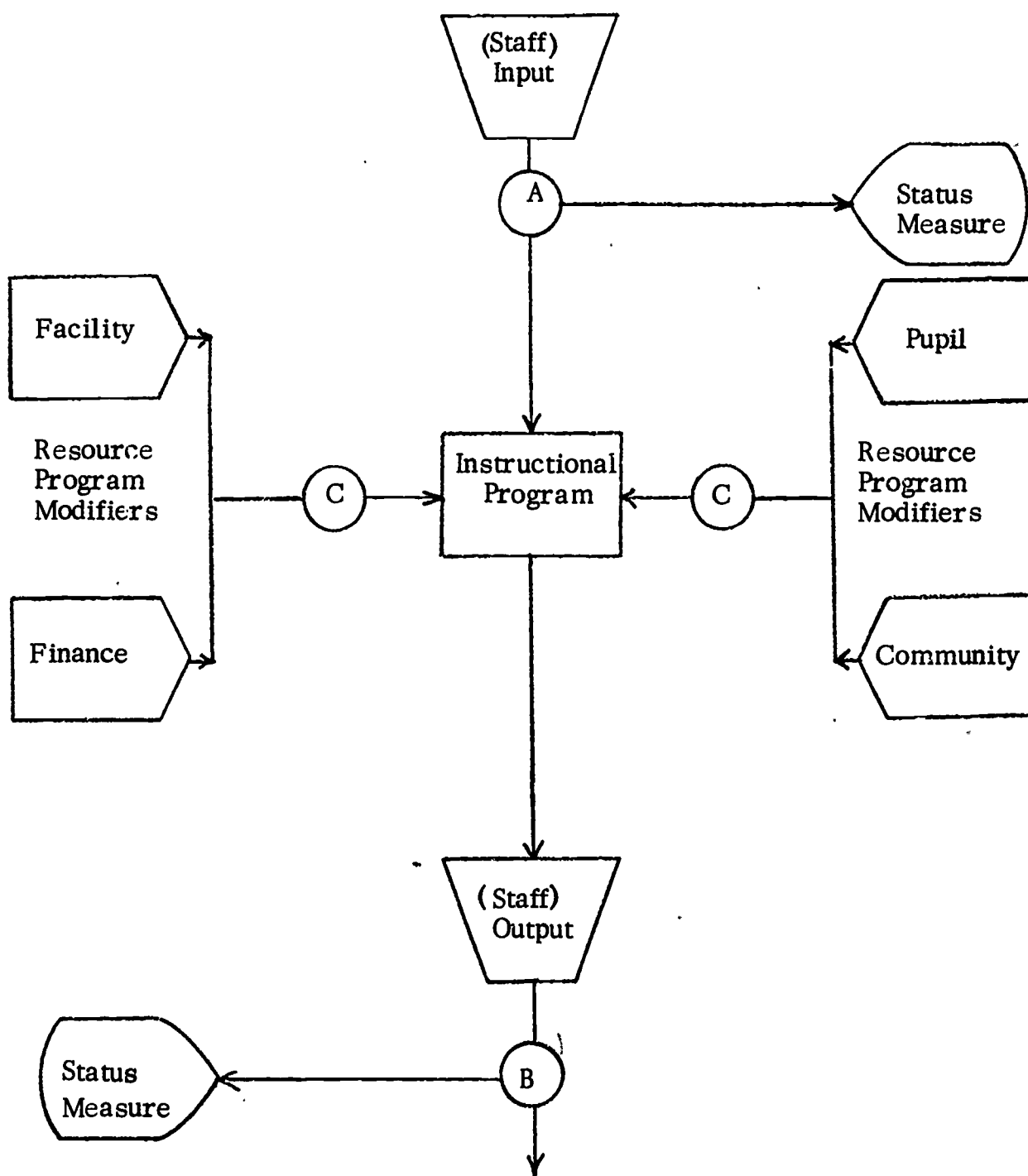


Figure 5.

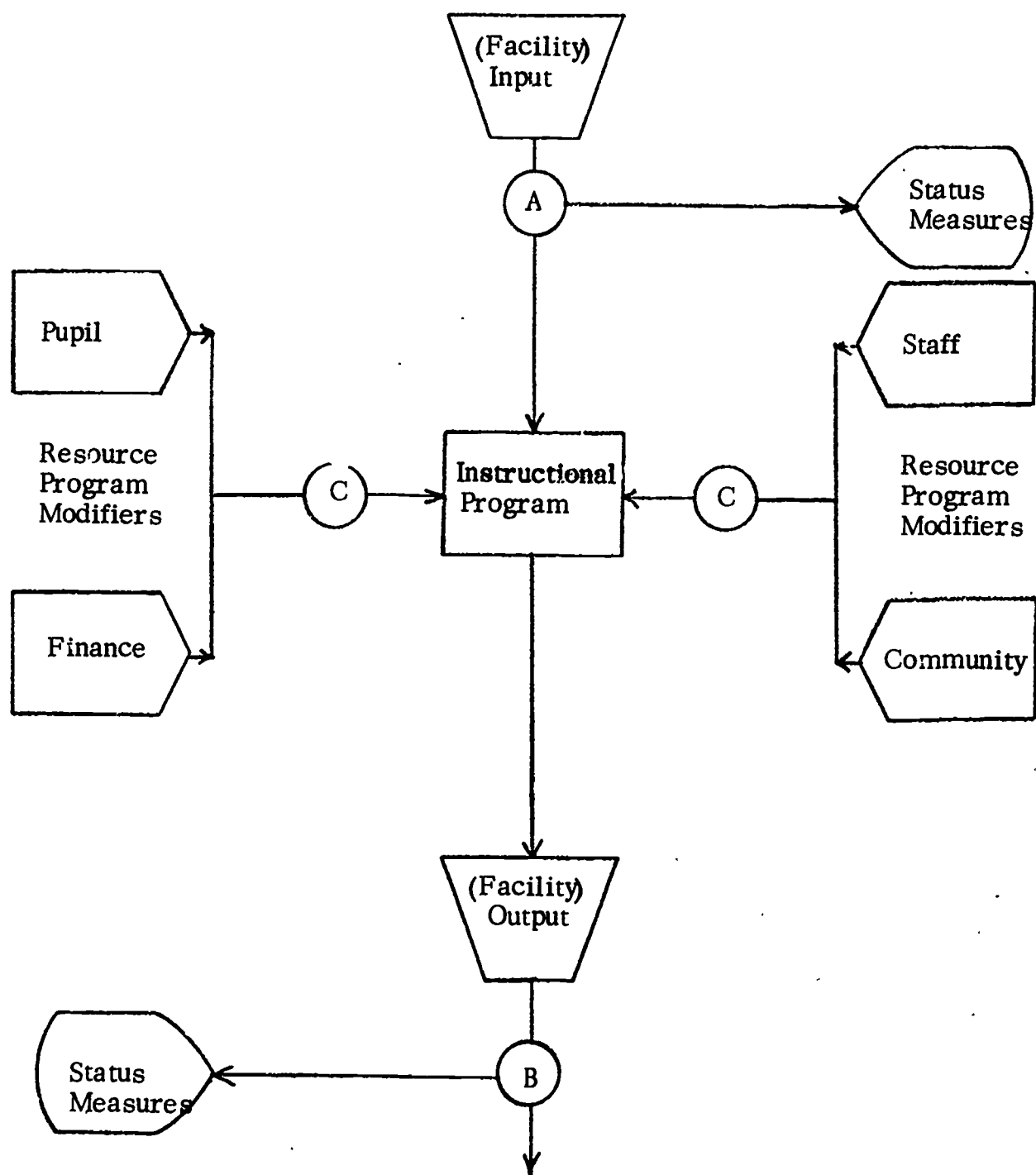


Figure 6.

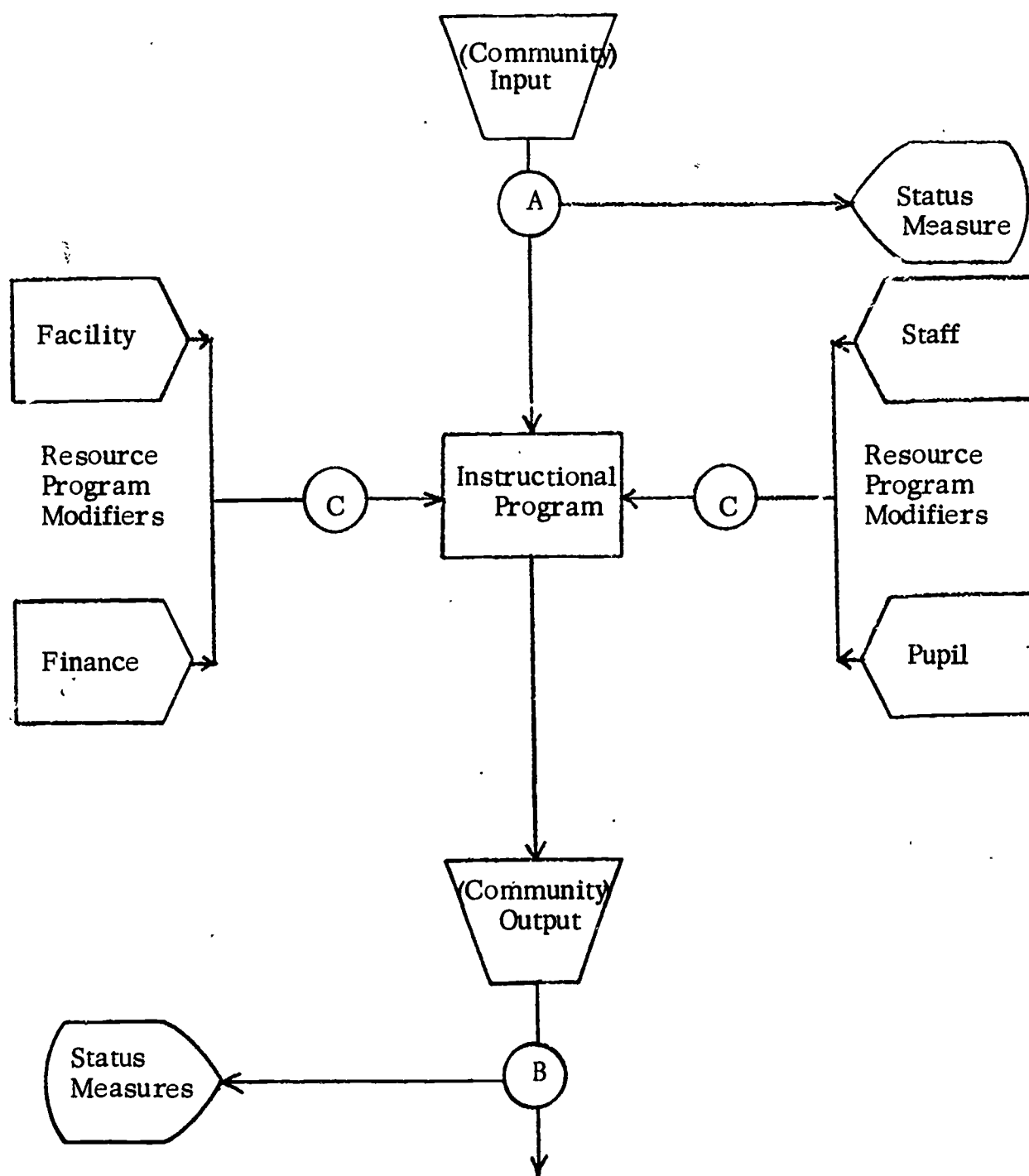


Figure 7.

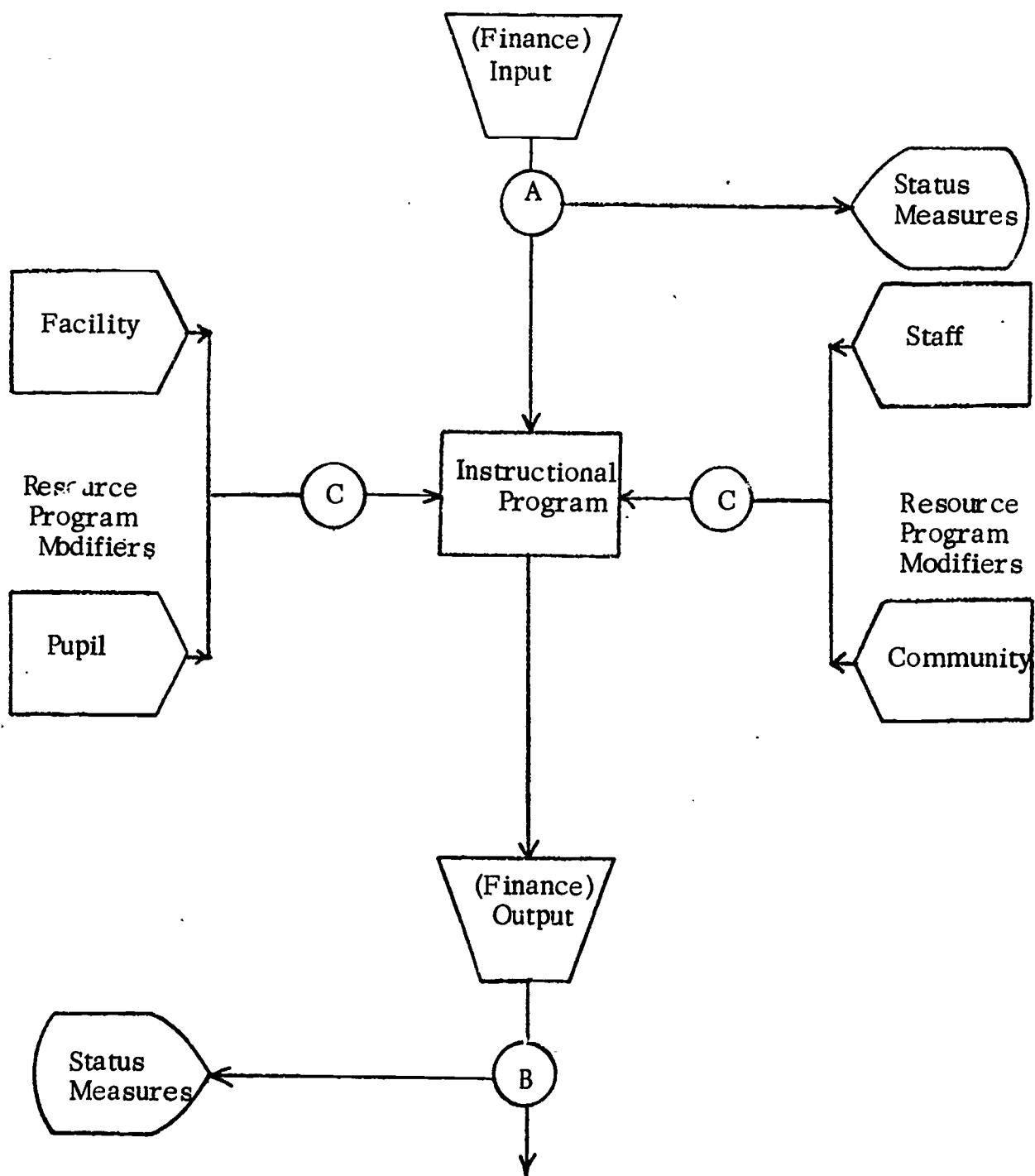


Figure 8.

is somewhat different from the other data files in the system. It is expected that the data collected for the Pupil data file will be divided into two categories: (1) items essential for the calculation of required statistics; (2) optional pupil items. The possible items provide an extensive list that should be used to select those items necessary to collect and store information in support of previously defined requirements.

The provision of a dynamic base of pupil data would allow the systematic monitoring of intents versus actual performance in our educational programs. The usefulness of a Pupil data base can also be viewed for planning changes in educational output. Knowledge of present status represents a springboard for planning. At the state and federal levels, base line pupil information serves a management function in that the exceptions, i. e., deviations from the expected values, point to future educational priority modification and serve as a basis for decision-making.

Staff data are included in the data base for program monitoring at the local level and are available for other decision situations at the state and federal levels. The elements would include demographic characteristics, training and experience, ratings and effectiveness measures, and salary.

Internal and External Resources can be divided into the facility and material resources of the school and the community. Facility information serves both a planning and descriptive function. Common data elements about the facility would include the site characteristics, the buildings (construction, age and condition), the educational and

noneducational space, the equipment specifications, and program materials.

Community characteristic data are a necessary element as the community forms the envelope for the existence of an educational system. The size and composition of the community that each school serves would fall in this data category. Typical elements are area served, principal industries, principal housing types and conditions, income level, ethnic characteristics, expectation levels, and resource people and industries.

The Financial statement of a school system is often referred to as a financial plan. This management system is closely related to financial information. Earlier the program was offered as the best vehicle available for understanding educational processes. Now, fiscal reporting is presented as reflecting the cost of operating the educational program. In the decision-making sense, financial information says it cost a dollars to operate the b educational program consisting of c facilities operated by d staff members on e pupils with f resources to produce g characteristics given an h condition of an operand at input.

The Finance file has been designed with the dual objective of becoming an integral part of the ES'70 system and of introducing the technique of program-oriented accounting into an area which is traditionally fund-object oriented. The successful implementation of this file, in a particular program, will require considerable revision in existing methods

and procedures in budgeting and in the reporting of expenditures at the local, state, and national levels. The finance file will try to provide ES'70 with an accounting system for its internal financial processing. It is directed toward the responsibility at the simulation and modeling level of reporting financial situations.

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A GLOSSARY OF TERMS for the

Management Information System

A plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

II

301

A GLOSSARY OF TERMS FOR THE IEIC MANAGEMENT INFORMATION SYSTEM

Principal Investigator: Dr. Walter J. Foley

The IEIC Management Information System represents a plan to utilize modern management techniques to facilitate the goal of a learner—responsive school system.

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IOWA EDUCATIONAL INFORMATION CENTER
The University of Iowa
Iowa City, Iowa
February, 1970

MANAGEMENT INFORMATION SYSTEM GLOSSARY

A glossary of workable terms collected generally for the use of the MIS task force. Many of the terms have been adapted, wholly or in part, from such published handbooks as "Pupil Accounting for Local and State School Systems" (USOE, Handbook V), and "Uniform Financial Accounting for Iowa Schools" (Iowa State Dept. of Public Instruction).

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Absence ---Nonattendance of a pupil on a day or half day when school is in session.

Account ---A descriptive heading under which are recorded financial transactions that are similar in terms of a given frame of reference, such as purpose, object, or source.

Accounting Period ---A period at the end of which all accounts are closed and the balance carried forward for the next fiscal year for Iowa schools from July 1 to June 30.

Activities, Noncourse (Cocurricular) ---Activities, under the direction of the school, for which participation generally is not required and credit generally is not given. Such activities often include student organizations, interscholastic and intramural athletics, entertainments, publications, clubs, band, orchestra, and service activities. When these activities are managed by pupils under the guidance or supervision of staff members, they generally are considered to be student body activities. Activities in which participation is required or credit is given usually are considered to be courses. See also Student Body Activities, and Course.

Activities, Nonschool ---Activities which are neither sponsored by the school nor under the guidance or supervision of staff members, but are considered significant in terms of permanent records about pupils.

Administration ---Those activities which have as their purpose the general regulation, direction, and control of the affairs of the school district that are systemwide and not confined to one school, subject, or narrow phase of school activity.

Administrative Unit ---A geographic area which for specified public school purposes is under the supervision or control of a single board of education and/or administrative officer. This may be a state, intermediate, or local basic unit.

Adult Education ---Instruction which provides opportunity for adults and out-of-school youth to further their education. This instruction may be offered through a separate adult education instructional organization of a school system (such as an evening school or an adult trade, technical, or vocational school), through an adult education program of a college, or through some other arrangement. While most pupils in adult education receive their instruction in courses to which an instructional level has not been assigned, adult education often includes instruction at the postsecondary instructional level for which credit is not given toward a degree or toward the completion of a terminal program.

Aggregate Days Attendance ---The sum of the days present (actually attended) of all pupils when school was legally in session during the regular school year. Only days on which the pupils were under the guidance and direction of teachers in the teaching process should be considered as days in session.

Aggregate Days Membership/Enrollment ---The sum of the days present and absent of all pupils when school was legally in session during the regular school year. Only days on which the pupils were under the guidance and direction of teachers in the teaching process should be considered as days in session.

Alternate Course—A course that is acceptable as a substitute for a specific requested course, e.g., Speech 125 (in place of Journalism 144).

Annual Current Expenditures Per Pupil in ADM—The annual current expenditures (including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges) divided by the average daily membership for the year.

Appropriation—An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes.

Area of School Site—Consists of the total developed and undeveloped acreage serving a school, including areas occupied by buildings, walks, drives, parking facilities, and other improvements to site. If a school uses more than one piece of land, the area of the site is the sum of the areas of the separate pieces.

Area of Interior Space—The floor area of an interior space or area shall be the total area measured between the principal wall faces at or near floor level, plus wall case or alcove spaces, or both, opening into and designed to serve the activity carried on in the area, exclusive of areas otherwise included as construction.

Actual Teacher Station Utilization (TSU)—(Density) $TSU = \frac{\text{No. mods per cycle the Station is in use.}}{\text{No. mods in a cycle.}}$

Actual Pupil Station Utilization (PSUA)— $PSUA = \frac{\text{Sum of actual pupils taught per cycle in a TS Utilized and or Reserved}}{\text{Pupil stations in a TS utilized and/or Reserved} \times \text{no. mods per cycle.}}$

Assignment—A classification of activities performed by a staff employee which can be described and identified.

Assignment, Full-Time—The amount of employed time normally required of a staff member to perform a less than full-time assignment divided by the amount of time normally required in performing a corresponding full-time assignment. Full-time equivalency of assignment usually is expressed as a decimal fraction to the nearest 10th.

Assignment (Less than Full-Time)—Assigned activities within an assignment classification which do not require all of the time of a full-time staff member to perform (See also Salaries, Part-Time).

Attendance—Presence of a pupil on days when school is in session. Pupils participating in school-sponsored activities under the guidance and supervision of staff members, either at or away from school, are considered to be in attendance.

Automatic Data Processing—The use of machines and devices in the storing of individual items of information in a form by which they may be rapidly and accurately retrieved, processed, and reproduced as single line items, as lists of items, or in desired combinations with other items.

Average Class Size —The total membership of classes of a given type, as of a given date, divided by the number of such classes.

Average Daily Attendance —The average daily attendance for a given school is the aggregate days attendance of the school during a given reporting period (generally a regular school year) divided by the number of days school was legally in session during this period. Only days on which the pupils were under the guidance and direction of teachers in the teaching process should be considered as days in session.

Average Daily Membership/Enrollment —The average daily membership/enrollment for a given school is the aggregate days membership of the school during a given reporting period divided by the number of days school was legally in session.

—B—

Board of Education —The elected or appointed body which has been created according to state law and vested with responsibilities for educational activities in a given geographical area.

Budget, Educational —A plan of operation for a given period embodying

- (1) the proposed educational program to be offered,
- (2) an estimate of proposed expenditures, and
- (3) the proposed means of financing them for a given school year.

Budgetary Control —The control or management of the affairs of the school district in accordance with an approved budget with a view toward maintaining the educational plan and keeping within the authorized amounts.

Building —A building is one continuous structure which may or may not be connected with other structures by passageways. It includes the building itself and the plumbing, sanitary, heating, ventilating, mechanical, and electrical work, and lockers, cabinets, and shelves which are built into the building. Individual structures comprising a single school plant that are connected by breezeways or covered passageways that are not enclosed with similar type and quality of construction as the building proper are separate buildings; however, buildings so connected are accounted for on a single building record form as if they were one building.

—C—

Capacity —The largest number of students instructed in a teaching station or building without curtailing the desired educational program.

Capital Outlay —An expenditure which results in the acquisition of fixed assets or additions to fixed assets. It is an expenditure for land or existing buildings, improvement of grounds, construction of buildings, additions to buildings, remodeling of buildings, or initial or additional equipment. It includes installment or lease payments on property (except interest) which have a terminal date and result in the acquisition of property.

Certificate—The legal document giving authorization from the state (or any agency or organization authorized by the state) to perform services for the school system. (Licenses which meet these criteria should be regarded as certificates.)

Certified—Personnel authorized by the state to perform services for which a legal credential is necessary.

Certificate Endorsement—The information included in or added to an issued certificate specifically indicating the services which the certificate holder is authorized to perform.

Clerical Worker—A staff member performing assigned activities such as preparing, transcribing, systematizing, or preserving written communications and reports, or operating such mechanical equipment as bookkeeping machines, card punch machines, typewriters, tabulators, etc.

Chairman (Department)—A staff member performing assigned activities in directing and managing a designated division of the instructional program in a school.

Class—A group of pupils assembled for instruction for a given period of time under one or more teachers in a situation where the teacher(s) and the pupils are in the presence of each other.

Class Period—The portion of the school day set aside for a designated teaching activity.

Classroom—A room designed or adapted for regularly scheduled group instruction. This includes the so-called regular classrooms and special use classrooms such as laboratories and shops but excludes such rooms as auditoriums, lunchrooms, libraries, and gymnasiums.

Code—A system of numbers or other symbolic designations used for identifying previously defined items and categories of information.

Code Designation—A number or other symbolic designation assigned to a specific item or category of information for identification purposes.

Coding—Distinguishing items and categories of information by assigning numbers or other symbolic designations so that the items and categories are readily identifiable. (This is a modification of the definition in Handbooks II, III, and IV.)

Code Number—A code number must be only numeric and each item of a set must be uniquely coded; e.g., English 4A may be course 201. (Flexible Modular Scheduling.)

Combination—It is possible to specify that Phase I of one or more subcourses shall meet (be combined) with Phase I of a master course. Such a specification is called a Combination. (Flexible Modular Scheduling.)

Consultant—A resource person who provides assistance to the regular personnel through conference, demonstration, research, or other means. There are two types of consultants: those retained on a temporary basis and those who are permanently employed.

Contracted Services— Services rendered by personnel who are not on the payroll of the school district, including all related expenses covered by the contract.

Cost—The amount of money or money's worth given for property or services.

Course—An organization of subject matter and related learning experiences provided for the instruction of pupils on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, a regular school term, and a two-week workshop). Credit toward graduation or completion of an instructional program generally is given pupils for the successful completion of a course.

Course Enrollment Transfers—Enrollment transfers can be used to facilitate the reassignment of groups of students, necessitated by (1) a course tally in excess of 750, (2) a change in course number, or (3) a dropped course.

Course-Phase Code Number—A course is composed of one or more phases and/or sections. Each course is uniquely identified by a three-digit number assigned by the school. A course-phase code number of five digits identifies the course and, in addition, specifies the number of phases in the course and the number of the particular course phase. (Flexible Modular Scheduling.)

Course Structure—The course structure refers to the pattern of periods per meeting, and meetings per cycle.

Credit—The unit of value awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits frequently are expressed in terms such as "Carnegie units," "credits," "semester credit hours," and "quarter credit hours."

Current Assets—Assets available or which can readily be made available to meet the cost of operation or to pay current liabilities.

Current Expenditures—The total of all expenditures made during a given period of time except for capital outlay, debt service, and tuition.

Curriculum—The total possible planned interaction of pupils with instructional content, for the attainment of the educational objectives.

—D—

Day Independence—It is possible to specify that individual courses shall have day independence with respect to meetings. In particular, no two phases of such a course on a per-section basis can have meetings scheduled on the same day.

Day Pattern Specification—A limited set of days within the cycle to which scheduling of sections of a course-phase is restricted.

Department—An administrative subdivision of a school, with a teaching staff responsible for instruction in a particular subject area or field of study, e.g., the English department, the science department, and the music department.

Departmentalized Organization—The organization of instruction in such a way that teachers specialize in one or two subject areas and give instruction in these areas to several classes. Under the departmentalized organization, pupils or teachers move from room to room for different classes during the schoolday.

—E—

Enrollment—The total number of original entries and reentries in an administrative unit during a given reporting period.

Equipment—A material item of a nonexpendable nature, such as a builtin facility, a movable or fixed unit of furniture or furnishings, an instrument or apparatus, a machine (including attachments), an instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period of time which is characteristic of and definable for items in that it will last five years and will cost more than \$10 per unit.

Exclusive Student Sectioning (ESS)—ESS has meaning only when two or more phases of a course have two or more sections. The effect of ESS is illustrated in the accompanying diagram, which is intended to indicate that the students enrolled in sections C1 and C2 must be drawn only from those in B1 (i.e., none from B2), while the students enrolled in sections C3 and C4 must be drawn only from those in B2 (i.e., none from B1).

B1		B2	
C1	C2	C3	C4

Expenditures—Only actual disbursements for all purposes. (Transfers between funds, investment of cash in U.S. Bonds and payments of cash in settlement of liabilities already accounted as expenditures are not considered as expenditures).

Extracurricular Activities—(also called student activities, cocurricular activities, and extraclass activities)
—The less formal phases of the school program offered in addition to the normal classroom subjects. These are usually offered during an activity period, home room, or outside the regular school hours but in some cases may be offered during regular school hours. They generally have arisen from special interests of students and involve student planning and execution but are supervised by the school. Credit toward graduation is usually not given for student activities.

—F—

Fiscal Period—Any period at the end of which a school district determines its financial condition and the results of its operations and closes its books. It is usually a year, though not necessarily a calendar year. The fiscal period for Iowa school districts is July 1 through the following June 30.

Fixed Assets—Land, buildings, machinery, furniture, and other equipment which the school district intends to hold or continue in use over a long period of time. "Fixed" denotes probability or intent to continue use or possession, and does not indicate immobility of an asset.

Fixed Charges—Charges of a generally recurrent nature which are not readily allocable to other expenditure categories. They consist of such charges as school board contributions to employee retirement, insurance and judgments, and rental of land and buildings.

—G—

Gross Floor Area—The gross area of a building is the sum of the areas at each floor level included within the principal outside faces of exterior walls, neglecting architectural setbacks or projections.

—I—

Improvements to Site—Initial and additional work (other than buildings) performed upon a site and its adjacent ways after acquisition by the school district, involving such things as grading (other than excavation, fill, and backfill necessary for construction of a building), landscaping, seeding, and planting of shrubs and trees; constructing new sidewalks, roadways, retaining walls, sewers, and storm drains; installing water mains, field hydrants and field sprinkling systems, and outdoor drinking fountains; original surfacing and soil treatment of athletic fields and tennis courts; furnishing and installing for the first time playground apparatus built into the grounds, flagpoles, gateways, fences, and underground storage tanks which are not parts of building service systems; and demolition work.

Instruction—The activities dealing directly with the teaching of pupils or with improving the quality of teaching

Instruction Area—A room (or other area) which was specifically designed, or adapted, to accommodate some form of instructional activity and is available for such purposes. Regular classrooms; special classrooms such as kindergarten rooms, laboratories, shops, home economics rooms, music rooms, and special classrooms for exceptional children; and other areas, such as libraries, study halls, audiovisual rooms, auditoriums, gymnasiums, and multipurpose rooms, should be included as instruction areas.

Instructional Organization—A school or other organizational arrangement which provides instruction of a given type or types, i.e., elementary school instructional organization, secondary school instructional organization, junior college instructional organization, and adult education instructional organization.

—J—

Journal Voucher—A paper or form on which the financial transactions of the school district are authorized and from which any or all transactions may be entered in the books. By means of the journal voucher, the budget may be put into operation and expenditures made to meet authorized obligations. Journal vouchers are also used to set up clearing account funds and petty cash funds, and for authorizing all entries in the bookkeeping system for which no other authorizations, such as deposit slips, invoices, etc., are available. A form of journal vouchers is a memorandum in the school board minutes.

-L-

Liabilities—Debt or other legal obligations arising out of transactions in the past which are payable but not necessarily due.

--M--

Manual Tally Unit—The manual tally unit should be computed during the normal checking procedure for the course data packets. It consists of the course and phase number for identity, the number of sections in the phase, and the number of modules per section (M/S). M/S is determined by multiplying periods per meeting by meetings per cycle ($PPM \times MPC = M/S$). The manual tally unit should be used to account manually for the teachers and rooms assigned to course packets.

Mark—A rating of achievement or academic progress assigned on the basis of some predetermined scale, e.g., letters (A,B,C,D,F), numbers (4,3,2,1,0), words or phrases (outstanding, satisfactory, needs improvement), and percentages.

Mark-Point Average (MPA)—A measurement of average performance in all courses taken by a pupil during a marking period, school term, or year—or accumulated for several school terms or years—obtained by dividing total mark points by total courses or by hours of instruction per week. Included under this heading is information about the frequency and scope of mark-point averages.

Mark Value—The scale of numerical equivalents for marks awarded, indicating performance in school work and used in determining a pupil's mark-point averages.

Master Course—A master course has at least one other course combined with its Phase I meeting(s).

Master Schedule—A printed document or other record indicating how pupils and teachers have been assigned into spaces at given times for instructional or other activities.

Measure—A unit of measurement to which reference may be made for purposes of description, comparison, and evaluation. Many measures are obtained by computation involving one or more items of information.

Meeting Pattern—Specifies for a course-phase the pattern in terms of periods per meeting and meetings per cycle that is to be followed in scheduling classes of that course-phase. No class is permitted to meet twice in the same day.

Membership—The number of pupils on the current roll of a class or school as of a given date. A pupil is a member of a class or school from the date he enters until he withdraws. During this period, the pupil is either present or absent on each day (or half day) during which school is in session. The date of withdrawal from membership is the first day after the date of last attendance, if known; otherwise, the date of withdrawal is considered to be the date on which it becomes known that the pupil left. Membership for a class or school, as of a given date, is obtained by adding the total original entries and total reentries and subtracting the total withdrawals; it may also be obtained by adding the total number belonging.

21

Migrant Worker—An individual whose primary employment is on a seasonal or other temporary basis and who establishes a temporary residence, with or without his family, for the purpose of such employment.

Module—A time period, e.g., 60 minutes, specified by the user as the basic subdivision of his school day.

MPC—Meetings per cycle, e.g., three, five, etc., as needed.

-O-

Operation of Plant—Those activities which are concerned with keeping the physical plant open and ready for use. It includes cleaning, disinfecting, heating, moving furniture, caring for grounds, operating telephone switchboards, and other such housekeeping activities as are repeated somewhat regularly: daily, weekly, monthly or seasonally. It does not include repairing.

-P-

Personnel, Administrative—Personnel on the school payroll who are primarily engaged in activities which have as their purpose the general regulation, direction, and control of the affairs of the school district that are systemwide and not confined to one school, subject, or narrow phase of school activity; for example, superintendent of schools, business manager, and accountant.

Personnel, Certified—A person who holds a certificate issued by The State Department of Public Instruction (or other agency—doctors, dentists) currently in force.

Personnel, Clerical—Personnel occupying positions which have as their major responsibilities the preparing, transferring, transcribing, systematizing, or preserving of written communications and records. This also includes stock clerks, shipping clerks, etc.

Personnel, Contract—The formal agreement, represented by a legal signed document entered into by an individual and the officials of the school system, stating the salary to be paid, the length of term of the agreement, and the general duties to be performed.

Personnel, Full-Time—School employees who occupy positions the duties of which require them to be on the job on school days, throughout the school year, at least the number of hours the schools in the systems are in session.

Personnel, Guidance—Persons who have been assigned specific duties and school time to carry on recognized functions of the guidance programs in whole or in part. Classify here: Counselors, teacher-counselors, directors of guidance, guidance coordinators, and similar personnel. In Iowa this refers to personnel approved as counselor or teacher-counselor with specific assigned time for guidance.

Personnel, Health—Persons in the field of physical and mental health such as physicians, psychiatrists, school nurses, dentists, dental hygienists, psychiatric social workers, and therapists, whose services are directed primarily at individuals although sometimes used for group activities.

Personnel, Instructional—Those who render direct and personal services which are in the nature of teaching, or the improvement of the teaching-learning situation. Included here are consultants or supervisors of instruction, principals, teachers (including teachers of homebound), guidance personnel, librarians, school social workers, and psychological personnel. Attendance officers, health personnel, visiting teachers, and clerical personnel should not be included as instructional personnel.

Personnel, Maintenance—Personnel on the school payroll who are primarily engaged in the repairing and upkeep of grounds, buildings, and equipment.

Personnel, Number of—The number of superintendents, supervisors, principals, teachers, clerks, custodians, etc., refers to the number of positions. Although a position may become vacant several times during the year, with the result that several persons may be employed to fill this one position, it would be considered as one position.

Personnel, Operation—Personnel on the school payroll who are primarily engaged in keeping the physical plant open and ready for use. Included are personnel engaged in cleaning, disinfecting, heating, moving furniture, caring for grounds, operating telephone switchboards, and other such work except repairing, which is repeated somewhat regularly (daily, weekly, monthly, or seasonally).

Personnel, Part-Time—Personnel who occupy positions the duties of which require less than full-time service. This includes those employed full time for part of the school year, part time for all of the school year, and part time for part of the school year.

Phase—An element of course structure. Typically, the phases have been referred to as large-group, small-group, and laboratory. More precisely, a change in phase is required if a change in the specifications of one or more of the following is required:

- (1) Meeting Pattern, i.e., meetings per cycle and periods per meeting.
- (2) Number of Sections, i.e., class size.
- (3) Teaching Staff.
- (4) Room Restrictions.

PPM (Periods Per Meeting)—One (1) to nine (9), as needed. PPM cannot be so large as to preclude the possibility of scheduling lunch; e.g., PPM greater than half the day is unacceptable.

Priority Course—Refer to Requested Course.

Priority Order—The flexible scheduling system requires that course requests be listed in decreasing order of preference.

Principal—The administrative head of a school (not school district) to whom has been delegated the major responsibility for the coordination and supervision of the activities of the school.

Program Area—This term refers to any one of five specific organizational units: elementary day schools, secondary day schools, summer schools, community colleges or junior colleges, and adult education.

Prorating—The allocation of parts of a single expenditure to two or more different accounts in proportion to the benefits which the expenditure provides for the purpose or program area for which the accounts were established.

Public School—A school operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported by public funds.

Pupil—An individual for whom instruction is provided in an educational program under the jurisdiction of a school or school system. No distinction is made between the terms "pupil" and "student"; the term "pupil" is used to include individuals at all instructional levels. The pupil may receive his instruction in a classroom of a school plant or in another location such as his home or a hospital. Instruction may be provided by direct teacher contact or by some other approved means such as television and correspondence.

Pupil Mod—P.S.O. of each mod of the cycle.

Pupil Station (PS)—Space assigned to a pupil for instructional purposes; usually a chair, desk, or laboratory space.

—R—

Record—A collection of information which is prepared by a person, unit, or organization for the use of that person, unit, or organization.

Registration—The process of entrance into a school or course.

Remodeling—Any major permanent structural improvement to a building. It includes changes of partitions, roof structure, or walls. Repairs are not included here but are included under operation and maintenance.

Repairs—The restoration of a given piece of equipment, of a given building, or of grounds to original condition of completeness or efficiency from a worn, damaged, or deteriorated condition.

Replacement of Equipment—A complete unit of equipment purchased to take the place of another complete unit of equipment which is to be sold, scrapped, or written off the record, and serving the same purpose as the replaced unit in the same way.

Report—A collection of information which is made by a person, unit, or organization for the use of some other person, unit, or organization.

Reporting Period—A period of time for which a report is prepared, e.g., a calendar year, school year, regular school term, summer school term, semester, and marking period.

Reporting Unit—The organizational unit submitting a report, e.g., a state department of education, an intermediate administrative unit, a local basic administrative unit, and a school.

Requested Course—In requesting enrollment in courses a student must distinguish between requested courses and alternative courses which may, if necessary, be substituted for requested courses. (See Student Request Form.)

Resident—An individual who lives within a given administrative unit.

Resources—The resources of the school are the teachers, rooms, courses, and students.

Resource Code Number—Within each resource category (except students) a unique three-digit number must be assigned to each resource. The student number and name cannot exceed 24 characters (numeric and alphabetic), and a distinct five-digit number for each student must appear as sort data.

Resource Sequence Code—The resource code numbers used by the school on the INCA forms are assigned new internal system *sequential* numbers which are used by the remaining programs in the system. This sequential number is referred to as the resource sequence code. With the exception of INCA, all the programs in the system which require school originated data used this resource sequence code on the input forms.

Retirement Fund System—A plan whereby a fund of money, built up through contributions from participants and other sources, is used to make regular payments to those who retire from service in the educational system by reason of age, disability, or length of service.

Retrieval of Information—Locating and recovering information from wherever it may be stored.

Salary—The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of the school district. Payments for sabbatical leave are also considered as salary.

Salaries, Full-Time—Expenditures made for the salaries of school employees who occupy positions the duties of which require them to be on the job throughout the school year, at least the number of hours the system's schools are in session (although these hours may be at a different time than that used for actual classroom instruction).

Salaries, Part-Time—Expenditures for salaries of personnel who occupy positions the duties of which require less than full time service. This includes those employed full time for part of the school year, part time for all of the school year, or part time for part of the school year.

School—A division of the school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant as is the case when the elementary and the secondary programs are housed in the same school plant.

School Census—An enumeration and collection of data, as prescribed by law and the State Department of Public Instruction, conducted as of June 1 in each even-numbered year to determine the name, age, sex and post office address of all individuals not yet 21 years of age as of June 1 who reside in a given school district, and to secure other information deemed pertinent to education.

School Day—The period of time between the start of the first period and the end of the last period. This does not include the time when teachers must be at the school prior to the first period in the morning and after the last period in the afternoon; it includes only the time when all students must be at school plus the lunch hour. That part of a calendar day when active instruction of pupils occurs. In Iowa, the minimum length of the school day for the various grade levels, exclusive of the lunch intermission, is determined by the State Department of Public Instruction standards.

School District—This term is used synonymously with the term "local basic administrative unit."

School Facility—A building or site belonging to or used by a school or school system for school purposes.

School Holiday—A day on which school is not conducted either because of legal provisions or because of designation by the board of education as a holiday. Since such days are not considered as days in session, the pupils are considered as being neither present nor absent on school holidays.

School Plant—The site, buildings, and equipment constituting the physical facilities used by a single school or by two or more schools sharing the use of common facilities.

School Site—The land and all improvements to the site, other than structures, such as grading, drainage, drives, parking areas, walks, planting, play courts, and playfields.

School System—All the schools and supporting services operated by the board of education of a given administrative unit.

School Term—A major subdivision of the school year designated by the board of education when school is to be in session unless legally discontinued. A school term may be interrupted by one or more vacations.

School Term, Regular—The school term which usually begins in the late summer or the fall and ends in the spring. A regular school term may be interrupted by one or more vacations.

School Term, Summer—The school term taking place in the summer during the period between the end of one regular school term and the beginning of the next regular school term.

Section—A subdivision of the enrollment in a course (or phase). The user specifies the number of sections for individual course-phase. An attempt is made to balance section enrollment.

Session—The period of time during the school day when a given group of pupils is under the guidance and direction of teachers.

Session (Curtailed)—A school session with less than the number of hours of instruction recommended by the State Department of Public Instruction.

Session (Day In)—A day on which the school is open and the pupils are under the guidance and direction of teachers. On some days the school plant may be closed and the student body as a whole engaged in school activities outside the school plant under the guidance and direction of teachers. Such days should be considered as days in session. Days on which school is closed for such reasons as holidays, teachers' institutes, and inclement weather should *not* be considered as days in session.

Session (Full Day)—A school session which contains at least the minimum number of hours recommended by the state education agency for a full day of attendance in a given elementary or secondary grade other than kindergarten or nursery.

Session (Half-Day)—A school session which contains the minimum number of hours recommended by many state education agencies for kindergarten or nursery instruction, when the length of this session approximates half the number of hours recommended for a full-day session in other elementary grades. Kindergarten and nursery pupils attending a half-day session are in membership for the full day. However, for purposes of obtaining statistical comparability *only*, pupil-staff ratios involving these pupils are computed as though these pupils were in membership for a half day.

Sessions (Double)—A school day with separate sessions for two groups of pupils in the same instructional space, e.g., one room used by one fourth-grade class in the morning and by another fourth-grade class in the afternoon; one school building used by high school juniors and seniors during a morning session and by freshmen and sophomores during an afternoon session.

Session (Extended Day)—A school day with separate times for different groups of pupils to start and end their sessions in the same school plant, e.g., high school juniors and seniors begin their session at 7:30 a.m. and the freshmen and sophomores begin their session at 8:30 a.m., the session for juniors and seniors ending one hour prior to the time the session ends for the freshmen and sophomores.

Sort Number—A numeric code given to a set of items that will allow the set to be placed in some desired sequence mechanically.

Standard Capacity—This is equal to the "area of Teacher Station" over "allowable area per pupil station."

Standard Pupil Station Utilization—This is equal to the "sum of pupil mods per cycle of a TS" over the "number of Standard Pupil Stations times the number of mods per cycle."

State Aid for Education—Any grant made by a state government for the support of education.

Structured Time—Modules during which assignments have been made on the master schedule for both teacher and student.

Student Body Activities—Direct and personal services for public school pupils such as interscholastic athletics, entertainments, publications, clubs, band, vocal groups and orchestra, that are managed or operated by the student body under the guidance and direction of adults.

Student Organization—A group of pupils organized into a single body for the purpose of pursuing common goals and objectives. Such organizations include the various types of clubs and class organizations which, with the approval of appropriate school authorities, are managed and operated by pupils under the guidance or supervision of qualified adults.

Student Request—A request by a student to be enrolled in a course. Typically the student's list of course requests must be approved by his counselor.

Sub-Course—One in which its Phase I is to be combined with Phase I of a master course. A sub-course can be combined with only one master course. Since no course can have more than one (1) Phase I.

Subject Area—A grouping of related courses or units of subject matter under a heading such as English language arts; foreign language arts; art education; music; mathematics; natural sciences; social sciences or social studies; health, safety, and physical education; industrial arts technology (non-vocational); vocational, industrial, and technical education; home economics; agriculture; and business education.

Substitute Teacher—A certificated teacher employed to replace a certified regular teacher for not over 90 days in any one year, and paid by the day or hour. This does not apply to a person employed to fill a bonafide vacancy.

Superintendent of Schools—The chief executive officer of a school administrative unit.

Supervisors of Instruction—School personnel who have been delegated the responsibility of assisting teachers in improving the learning situation and instructional methods.

Supply—A material item of an expendable nature that is consumed, worn out, or deteriorated in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

Surplus—The excess of resources over obligations.

Suspension—Temporary dismissal of a pupil from school, usually by school personnel having authority granted by the board of education.

—T—

Taxes—Compulsory charges levied by a governmental unit for the purpose of financing services performed for the common benefit. The term includes licenses and permits. It does not include special assessments.

Teacher—A staff member performing assigned professional activities in guiding and directing the learning experiences of pupils in an instructional situation.

Teaching Assignment—An assignment to a staff member to instruct pupils. The assignment may be in course or noncourse instructional situations.

Teacher Station (TS)—Any space where a teacher (or more in the case of team teaching) instructs a group of students. Libraries, cafeterias, etc., would be excluded but a space designed so four classes may be taught simultaneously would be four teaching stations. Teacher station equals "room" on the flexible schedule.

Teacher Station Utilization (Actual)—A TSU (percentage) is equal to the "number of mods per cycle the station is in use" divided by the "number of mods in a cycle."

Textbooks—Books obtained primarily for use in certain classes, grades, or other particular student groups rather than for general school use.

Time-Pattern Specification—A specific time pattern in terms of periods in the day and days in the cycle for which a section is scheduled in advance by the school.

Transcript—An official record of pupil performance showing all schoolwork completed at a given school and the final mark received in each portion of the instruction. Transcripts often include an explanation of the marking scale used by the school.

Transfer—A pupil who leaves one class, grade, or school and moves to another class, grade, or school.

Tuition—An amount of money charged by a school district or educational institution for instruction for a set period of time, not including special charges such as books and laboratory fees.

—U—

Unexpended Balance of Appropriation on Allotment—That portion of an appropriation or allotment which has not been expended; the balance remaining after deducting from the appropriation or allotment the accumulated expenditures.

Unit Cost—Expenditures for a function, activity, or service divided by the total number of units for which the function, activity, or service was provided.

—V—

Valuation, Assessed (or Taxable Valuation)—The value placed on property by the assessor for tax purposes; in Iowa, this is a fraction of actual market value.

Vehicle (Privately Owned)—A vehicle owned by a contractor; a vehicle partially owned by a contractor (for instance the contractor may own the chassis and the school own the body); or a car used by a parent who is paid from public funds to transport his own children and sometimes other children to school.

Visting Teacher—Certificated personnel employed primarily in bringing together the home, school, and community in attempting to solve the problems of individuals. Excluded are teachers for home instruction and teachers for instruction in hospitals, convalescent homes, and detention homes who are included under instructional personnel as teachers.

—W—

Warrant—A written order drawn by the school board or its authorized officer directing the school district treasurer to pay a specified amount to a designated payee.

Withdrawal—An individual who has withdrawn from membership in a class, grade or school by transferring, by completing schoolwork, by dropping out, or because of death.

Work Order—A written order authorizing and directing the performance of a certain task, issued to a person who is to direct the work. Among the information shown on the order are the nature and location of the job, specifications of the work to be performed, and a job number which is referred to in reporting the amount of labor, materials, and equipment used.

PUPIL TRACT AREA SURVEY

Management Information System

A plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

III

5-1

**A PUPIL TRACT AREA SURVEY FOR THE
IEIC MANAGEMENT INFORMATION SYSTEM**

Principal Investigator: Dr. Walter J. Foley

The IEIC Management Information System represents a plan to utilize modern management techniques to facilitate the goal of a learner—responsive school system.

This project is supported by the U.S. Office of Education, Bureau of Research, under Title IV of The Elementary and Secondary Education Act. The research is planned and carried out under Contract Number OEC-0-9-099011-4395 (010).

**IOWA EDUCATIONAL INFORMATION CENTER
The University of Iowa
Iowa City, Iowa
April, 1970**

MANAGEMENT INFORMATION SYSTEM
Pupil Tract Area Survey

Prepared by
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INSTRUCTIONS

Research has shown that certain kinds of information are necessary for schools to continually improve the services to the pupils of the district. This information consists of knowledge of family background, information about the student himself, his plans for the future, and his activities in school at the present time.

In an attempt to answer some of these questions for your school, we are asking for a brief period (about 20 minutes) of your time and your sincere cooperation in responding to the following pupil survey. You will thereby be helping your school plan a program relevant to your future needs.

This survey booklet is accompanied by a machine scorable answer sheet. Look at this sheet right now. At the upper right hand corner of the sheet is a box in which you are to record your pupil identification number. Beneath the solid red arrow, you will print your number vertically. Begin writing at the top and write downward. Then grid in the appropriate area for each digit of your number under the numbered spaces to the right of each digit.

Do the same for your grade (10, 11, or 12). The last four blocks may or may not be used depending upon the instructions given at this time by your teacher.

NOW LOOK AT THE PLACE FOR YOU TO RECORD YOUR RESPONSES

You will notice that there is room on each of the 80 items for 10 responses (A - J). You will also notice that A, B, C, . . . J is printed in red ink above every fifth item. This is to help in keeping your mark in the proper blank. Make a solid black mark in the field corresponding to the response you choose. Use only a number 2 lead pencil in completing the survey.

Read each question carefully and completely before answering it. Select the best answer from among those given for each question. Choose the response that is true or most nearly true for you. This is not a test. The correct answer is the one you choose.

Now look at the survey booklet and read the sample question.

- | | |
|---|-------------------|
| A | 4' 11" or shorter |
| B | 5'0" - 5'5" |
| C | 5'6" - 5'11" |
| D | 6'0" - 6'2" |
| E | 6'3" - or taller |

The sample item gives you a choice of answers to choose from, each one of which is "numbered" with a different letter. If you are 5'10" you would answer the sample as shown on the answer sheet by marking the "C" space. Remember, select the one best answer for each question from among those given and grid the appropriate space on the answer sheet provided. If you have any questions, raise your hand.

Now you may proceed to the first item on the survey. Continue through until you are finished. Your teacher will collect the booklets and answer sheets at the end of the period. Thank you for your consideration.

NOW TURN TO PAGE AND BEGIN.

This first set of questions concerns you and your **FAMILY BACKGROUND**:

1. Are you a male or female?

- A Male
- B Female

2. How old were you on your last birthday?

- A 14 or younger
- B 15
- C 16
- D 17
- E 18
- F 19
- G 20 or older

3. Where have you spent most of your life?

- A In this city or county
- B In this state but outside this city or county
- C In another state in the United States
- D In another country other than the United States

4. Which of the following statements best describes your parents?

- A They are married and living together.
- B My mother is not living.
- C My father is not living.
- D They are married but not living together.
- E They are divorced.
- F Neither of my parents is living.
- G I cannot answer this question.

5. With whom are you now living; that is, who are the heads of the house in which you live?

- A Mother and father
- B Mother only
- C Father only
- D Sometimes with my mother, sometimes with my father
- E Mother and stepfather
- F Father and stepmother
- G Grandparents, aunt, uncle, or cousins
- H Brother or sister
- I Foster parents (not relatives)
- J None of the above

The following choices are to be used in answering questions 6 and 7 about the kind of work your father and mother do.

- A Technical — such as draftsman, surveyor, medical or dental technician, etc.
- B Official — such as manufacturer, officer in a large company, banker, government official or inspector, etc.
- C Manager — such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner — such as owner of a small business, wholesaler, retailer, restaurant owner, etc.
- D Semiskilled worker — such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker — such as bankteller, bookkeeper, salesclerk, office clerk, messenger, etc.
- E Service worker — such as barber, waiter, mail carrier, etc.
- F Salesman — such as real estate or insurance salesman, factory representative, etc.
- G Farm or ranch manager or owner
- H Workman or laborer — such as factory worker, filling station attendant, farm worker, etc.
- I Professional — such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, college professor, social worker, teacher, etc.
- J Skilled worker or foreman — such as baker, carpenter, electrician, mechanic, plumber, tailor, foreman in factory, etc.

6. Which of the above statements best describes your father's occupation? If your father is not living, or if he is retired, what was his occupation?
7. Which of the above statements best describes your mother's occupation? If your mother is not living, what was her occupation?

Use the following choices in answering questions 8 and 9.

- A None, or some grade school
 - B Completed grade school
 - C Some high school, but did not graduate
 - D Graduated from high school
 - E Technical or business school after high school
 - F Some college, but less than 2 years
 - G Some college, but less than 4 years
 - H Graduated from a 4-year college (B.A., B.S., etc.)
 - I Received the Master's Degree (M.A., M.S., usually 5 or 6 years of college)
 - J Received the Doctor's Degree (Ph.D., M.D., D.D.S., usually 7 or more years of college)
8. Which one of the above statements best describes the **HIGHEST** level of education which your father has attained? If your father is not living, what was the highest level he attained?
 9. Which one of the above statements best describes the **HIGHEST** level of education which your mother has attained? If your mother is not living, what was the highest level she attained?

10. Which of the following statements best describes the way your parents feel about the homework your teachers give you?

A To my best knowledge, my parents don't have any feelings one way or another on the subject.

B They feel the teachers give too much homework.

C They feel the teachers give about the right amount of homework.

D They feel teachers give too little homework.

The next set of questions concerns you (**THE STUDENT**) and will help your school know you better.

11. During this school year, about how many hours a week do you work for pay? Do not include chores done around the home.

A None
B About 1 to 5 hours
C About 6 to 10 hours
D About 11 to 15 hours
E About 16 to 20 hours
F About 21 hours or more

12. On an average school day, how much time do you spend studying outside of school?

A None or almost none
B About ½ hour a day
C About 1 hour a day
D About 1½ hours a day
E About 2 hours a day
F About 3 hours a day
G Four or more hours a day

In your school, how active have you been in each of the following groups of activities this school year? Mark your answers to questions 13 - 21 as follows:

A Very active (hold office, attend all meetings, hold major responsibility)
B Fairly active (attend all meetings, participate in some major planning or activities)
C Participate little (attend some meetings only)
D Did not participate

13. Athletics (do not include required physical education classes)
14. Speech and dramatics (plays, debates, etc.) (do not include scheduled activities)
15. Music (band, orchestra, choir, glee club; do not include scheduled music classes)
16. Publications (yearbook, school newspaper, etc.; do not include work required for you by English or journalism courses)
17. Service clubs (FFA and FHA, FTA, etc.)
18. Honor Societies (do not include honor rolls).
19. Academic clubs (Latin, Science, Math, etc.; do not include required clubs formed within some language courses).
20. Hobby clubs or activities (photography, chess, etc.)
21. Social activities sponsored by the school (dances, parties, etc.)

22. If something happened and you had to stop school now, how would you feel?

- A Very happy, I'd like to quit.
- B I wouldn't care one way or the other.
- C I would be disappointed.
- D I'd try hard to continue.
- E I would do almost anything to stay in school.

23. How good a student do you want to be in school?

- A One of the best students in my class
- B Above the middle of the class
- C In the middle of the class
- D Just good enough to get by
- E I don't care

24. About how many days were you absent from school last year?

- A None
- B 1 or 2 days
- C 3 to 6 days
- D 7 to 15 days
- E 16 or more days

25. During the last school year, did you ever stay away from school just because you didn't want to come?

- A No
- B Yes, for 1 or 2 days
- C Yes, for 3 to 6 days
- D Yes, for 7 to 15 days
- E Yes, for 16 or more days

26. What is your grade average for all your high school work?

- A A (either A-, A, or A+)
- B B (either B-, B, or B+)
- C C (either C-, C, or C+)
- D D (either D-, D, or D+)
- E Don't know

This set of questions concerns how you view your **FUTURE**:

Use the following choices in answering questions 27 and 28.

- A Something less than high school graduation
 - B High school graduation
 - C After high school graduation, work for a company that will train me on the job or send me to school at their expense
 - D Enter the military service after high school and get some training there
 - E Attend a technical, trade, or business school which requires two years or less to complete
 - F Attend a technical, trade, or business school which requires more than two years to complete
 - G Attend some college but not graduate
 - H Complete a junior college program.
 - I College graduation (Bachelor's Degree)
 - J Something beyond a Bachelor's Degree such as a degree in law, medicine, dentistry, M.A. or Ph.D.
27. Suppose that the decision about your future education was entirely up to you, and you need only to consider your own abilities and interests. Which of the preceding statements best describes the highest level of education you could attain?
28. Realistically, considering not only your abilities and interests, but also your financial situation, your parents' expectations, your family responsibilities, and what you want to do after high school, what is the highest level of education you expect to attain?
29. What is the main reason for the difference, if there was a difference, between your answers to the preceding two questions?
- A I gave the same answer to both questions.
 - B My parents want me to continue my education even though I don't think I could succeed.
 - C My family cannot afford to give me as much education as I could attain.
 - D Family responsibilities and problems (other than financial problems) will force me to limit my education.
 - E I would rather get married or go to work than go to the highest level I could attain.
 - F I don't really want to continue beyond the level marked in the second question.
 - G I expect to go into the armed forces.
30. If you are a girl, answer this question. (Boys do not answer this question). After you finish your schooling, what do you expect to do?
- A Have a full-time career other than homemaker
 - B Have a full-time career for a while, then combine homemaking with a career
 - C Have a full-time career for a while, then a full-time homemaker
 - D Begin with, and maintain both a career and homemaking
 - E Be a full-time homemaker

31. Which one of the following types of schools do you expect to attend when you finish high school?

- A I don't expect to attend any school next year
- B Business school (clerical, keypunch, stenographic, accounting, etc.)
- C Apprenticeship training program (plumbing, electrical, carpentry, etc.)
- D Registered Nursing less than a B.S. degree (not practical nursing)
- E Trade School (such as auto mechanics, drafting, electrician)
- F Technical School (such as electronics, engineering technology)
- G Junior College (2 years) or Area Community College or Area Vocational School (2 years)
- H College (4 years or more).

32. If you plan to continue your education when you finish high school, where do you expect to go to school?

- A I do not expect to continue school beyond high school
- B In my hometown or near enough so I can live at home
- C In Iowa but away from home
- D Outside of Iowa but in a Midwestern state
- E In a Northeastern state
- F In a Southeastern state
- G In a Northwestern state
- H In a Southwestern state
- I Outside of the United States
- J I do not know yet

33. Which of the following statements best describes how you plan to finance your education or training beyond high school?

- A All finances will be taken care of by parents, scholarships, grants, savings, or a trust fund.
- B I will have to work or borrow part of the money, with the remainder being provided by parents, scholarships, or other means.
- C I will have to borrow or work for all the money.
- D I don't know at this time how I will finance my education or training.
- E I don't plan to continue my education or training beyond high school.

What one INDIVIDUAL has given you the best HELP in assisting you to do the following:

For items 34 through 42, use the following possible responses:

- A Teacher
- B Counselor
- C Student
- D Principal
- E No one

34. Assisting you to select your school subjects?

35. Assisting you to plan ways to study better?
36. Assisting you to plan for your future education after high school?
37. Assisting you to plan your occupational career?
38. Assisting you to learn more about yourself?
39. Assisting you to get along better with other people?
40. Assisting you to learn about the school when you first came as a new student?
41. Assisting you to learn how you scored on a standardized ability and achievement test?
42. Assisting you to solve a personal problem?
43. Do you feel that you can get to see a guidance counselor when you want to or need to?
- A Yes
- B No
44. How many times did you talk to a guidance counselor this past year?
- A Never
- B Once
- C Two or three times
- D Four or five times
- E Six or more times
45. Has any teacher helped you individually very much this year outside of class time?
- A Yes
- B No

This set of items refers to you in your **PRESENT SCHOOL SITUATION**:

Use this list to answer questions 46 and 47.

- A Mathematics (arithmetic, algebra, geometry, etc.)
- B English (reading, speech, literature, rhetoric, etc.)
- C Social Studies (geography, history, civics, etc.)
- D Sciences (chemistry, biology, physics)
- E Foreign Language (French, Spanish, German, etc.)
- F Music (band, chorus, etc.)
- G Industrial arts and vocational subjects (homemaking, shop, mechanical drawing, agriculture, etc.)
- H Art, drawing, and crafts
- I Business education
- J Physical education

46. Which one of the above groups of subjects do you like the best?
47. Which one of the above groups of subjects do you like the least?
48. How do you feel about homework?
- A Teachers give us too much.
 - B I like the amount teachers presently give us.
 - C Teachers give us too little.
49. Do you have a car of your own (car which you actually own or one which is considered only yours to use)?
50. How often do you drive your parents' car?
- A Never
 - B Once a week
 - C Twice a week
 - D Three times a week
 - E Four times a week
 - F Five or more times a week
51. When you finish your education, what sort of a job do you think you will have?
- (Use the same responses for this item as appear on the first page for items 6 and 7, i.e., A Technical — such as draftsman, surveyor, medical or dental technician, etc. — and all of the categories as they appear there.)

THANK YOU FOR YOUR TIME AND COOPERATION.

CLASSROOM UTILIZATION

Management Information System

A plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

IV

7 0

**CLASSROOM UTILIZATION FOR THE
IEIC MANAGEMENT INFORMATION SYSTEM**

Principal Investigator: Dr. Walter J. Foley

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201

MANAGEMENT INFORMATION SYSTEM

Classroom Utilization

Prepared by
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2.10

I.

The basic element of every school building is the space where teaching and learning activities are carried out. Since learning activities vary widely in nature, the spaces devoted to them differ in size, shape, and the way in which they are equipped for instruction. Some of these instructional spaces are quite specialized in nature — for example, laboratories, gymnasiums, and shops. The classrooms in which the students spend the greatest proportion of their school time make up the majority of the learning spaces, however.

It has been noted that the classic prototype of the American school building, and truly the acorn from which the oak has grown, was the 'little red schoolhouse.' Certain common patterns were followed in the development of school buildings with more than one room. The two-, three-, and four-room buildings were generally single story, with the four-room building usually square with a center hall and a room in each corner of the square.

The breaking away from the learning situation where the chief virtue of the pupil was to sit still and keep quiet and the teacher was taskmaster to a new pattern in which the children were encouraged to be active finally forced the abandonment of the standard classroom with its fixed seating. Classrooms having nearly 50 percent more floor space with movable equipment replacing the screwed-down desk became popular.

The school building planners face an exceedingly difficult problem in the existing uncertainty regarding the future course of developments in secondary school programs. In fact, this is probably the greatest single problem in the school facilities field at the present time. Somehow, secondary school buildings must be designed to accommodate today's curriculum and yet be sufficiently flexible so that they do not retard the development of new, but not yet foreseeable, programs in the future.

II.

The problem of determining the operating capacity of secondary-school buildings has long been one confronting the specialist in the school-plant field as well as the school administrator. How many pupils a given secondary-school building will house is a frequent question to be asked.

The Classroom Utilization Program compares the utilization of physical facilities of secondary schools employing traditional scheduling and modular-flexible scheduling of pupil course offerings.

The purpose of the Program is to demonstrate the effect of scheduling procedures on the utilization of the school plant. The analysis is based upon both the traditional schedule and the computer-printed, modular-flexible schedule. The data necessary for inclusion in the analysis are enrollment, room numbers, square feet in each room, school-defined or actual student capacity, and room type for each room in the building.

The Utilization Program makes possible the classification of the rooms to be included in the procedure into fourteen room types for the purpose of making comparisons:

1. The actual or school-defined number of square feet compared with the standard of architect-defined number of square feet per student station for each room in each facility.
2. The actual or school-defined number of student stations compared with the standard or architect-defined number of student stations for each room.
3. Pupil-station utilization as school-defined or actual compared with the standard. This comparison is made by room type for both the traditional and modular-flexible schedule.
4. The actual teacher-station utilization or occupancy compared with the standard. This comparison is made for both the traditional schedule and the modular-flexible schedule.

iii.

It is the purpose of this section to present the methods and procedures used to collect, assemble, and present the information received from schools wishing to use the Utilization Program.

The detailed data essential to a study of classroom utilization include the enrollment, room numbers, square feet in each room, school-defined or actual capacity, and room type for each room in the building. This information must be recorded for each room for each period of the day, each day of the week. Data concerning the number of pupil stations in each room, room type, and the area of the room can be secured from office records where possible. In other cases the room dimensions must be taken from the blueprints or obtained from the principal or his assistant. Data for every room utilized for instructional purposes, laboratories, resource centers, study areas, and commons must be collected.

The classification of the rooms to be included in the analysis may be divided into fourteen different types. The room types as they are classified are as follows:

- | | |
|--------------------------|------------------------|
| 1. Academic Classroom | 8. Industrial Arts |
| 2. Art | 9. Library |
| 3. Auditorium | 10. Music |
| 4. Business and Typing | 11. Physical Education |
| 5. Cafeteria and Commons | 12. Resource Center |
| 6. Foreign Language Lab | 13. Science |
| 7. Home Economics | 14. Special Education |

The standard number of pupil stations in each room of each school is calculated by using a standard provided by the National Council on School House Construction. The types of rooms and square feet per pupil station are as follows:

	<i>Square feet per student</i>
Academic Classroom	25
Art	40
Auditorium	10
Business and Typing	32
Cafeteria and Commons	15
Foreign Language Lab	32
Home Economics	
a. Clothing	30
b. Food	40
Industrial Arts	
a. Shops	80
b. Drafting	40
Library	25
Music	
a. Vocal	16
b. Instrumental	22
Physical Education	100
Resource Center	30
Science	40
Special Education	40

The data available from the collection forms are keypunched and verified onto data processing cards at a Computer Center. These cards are grouped by the type of schedule the data represented and by school. The tabulations and the analyses presented in this report are based upon the availability of an IBM 360 Computer.

The formulas used to compute the utilization percentages were a revision of those developed by Morphet (1927) and used in the Classroom Utilization Program by the Iowa Educational Information Center. Further revisions were made to the formulas to include a calculation of the percentage of occupancy. The formulas as they were applied are shown in Figure 1 and 2.

Utilization formulas

- I. To compute room utilization by period:

$$A_{ij} = \frac{\sum_{k=1}^m P_{ijk}}{a_j}$$

$$S_{ij} = \frac{\sum_{k=1}^m P_{ijk}}{s_j}$$

- II. To compute room utilization for week:

$$A_i = \frac{\sum_{j=1}^m \sum_{k=1}^m P_{ijk}}{ma_j}$$

$$S_i = \frac{\sum_{j=1}^m \sum_{k=1}^m P_{ijk}}{ms_j}$$

- III. To compute building utilization by period:

$$A_j = \frac{\sum_{i=1}^r \sum_{k=1}^m P_{ijk}}{\sum_{i=1}^r a_j}$$

$$S_j = \frac{\sum_{i=1}^r \sum_{k=1}^m P_{ijk}}{\sum_{i=1}^r s_j}$$

- IV. To compute building utilization for week:

$$A = \frac{\sum_{i=1}^r \sum_{j=1}^m \sum_{k=1}^m P_{ijk}}{m \sum_{j=1}^m a_j}$$

$$S = \frac{\sum_{i=1}^r \sum_{j=1}^m \sum_{k=1}^m P_{ijk}}{m \sum_{j=1}^m s_j}$$

Note: These results converted to percentages by multiplying by 100.

- A = Utilization based on actual capacity
- S = Utilization based on standard capacity
- P = Number of students
- a = Actual number of pupil stations
- s = Standard (or maximum) number of pupil stations
- m = Number of days in school week
- n = Number of periods in school day
- r = Number of rooms in school
- i = Any room
- j = Any period
- k = Any day

Figure 1

Occupancy formulas

- I. To compute occupancy for each room:

$$O_i = \sum_{j=1}^{m_i} m_j d_j$$

$$A = \frac{\sum_{i=1}^r \sum_{j=1}^{m_i} \sum_{k=1}^{d_j} m_j d_j}{r}$$

- II. To compute occupancy for all rooms

$$O = \frac{\sum_{i=1}^r \sum_{j=1}^{m_i} m_j d_j}{rMD}$$

- O = Occupancy
 M = Mods per day for school
 D = Days per cycle for school
 m = Number of mods per meeting for a section
 d = Number of meetings per cycle for a section
 j = Any course or section
 n = Number of courses (sections) meeting in a room
 i = Any room
 r = Number of rooms

These formulas are a revision to the second job step of the Classroom Utilization Program, adding a table for occupancy as a percentage of total periods for each room. The occupancy is the number of mods anyone is in a room divided by the total mods in the cycle (and multiplied by 100 to convert the answer to a percentage).

Figure 2

IV.

Based on the comparisons presented in Section II, the Classroom Utilization Program offers to the school a computer-printed series of reports. The reports rely on the utilization of the school-generated master schedule and the information supplied by the school concerning the physical plant. They consist of the following:

1. The proportion in any building of rooms that are utilized for class purposes depends partly on the size of the rooms and partly on the educational program of the school.
2. The schools studied are or are not able to increase the average number of courses taken by each student while maintaining a stable enrollment or increasing the enrollment in the school and not increasing the percentage of student-station utilization.
3. An increase in the percentage of student-structured time influences the percentage of student-station utilization for the same enrollment and same square footage allowed for each student.
4. Percentages of room occupancy for any type of room may be greatly influenced by certain factors such as: the degree to which the building is adjusted to the educational program, whether rooms and equipment are used for purposes other than those for which they were primarily constructed, and efficiency of schedule-making.
5. The student-station utilization may be decreased for all schools studied after employing the modular-flexible schedule.
6. Even if schools are specifically designed for flexible scheduling, the various measures of utilization generally available do not indicate as substantial a utilization of space as would such measures for buildings designed for, and using, traditional schedules.
7. Measures of utilization more appropriate for flexibly-scheduled programs can be developed if space utilization is going to continue to be applied as an assessment of the efficient use of space. The essential problem in the use of the measures included in this report is their emphasis on efficiency, perhaps at the expense of effectiveness.
8. Applying current measures of utilization, this program does not suggest that there is any great loss in efficient utilization of space when a school utilizes a traditional or a flexible schedule, particularly in view of the expanded opportunities for broader academic experiences generated by the flexible program.

V.

For the purpose of this report the following definitions were used:

1. Traditional Schedule: This is an organization for instruction which contains from five to seven periods per day with nearly all classes meeting in the same sized groups for equal lengths of time and for an equal number of meetings.
2. Flexible Schedule: A flexible schedule organizes the school day into modules ranging in length from 10-30 minutes and combining these modules according to teacher request in different curricular areas. The flexible schedule calls for classes of varying size, frequency, and length.
3. Flexible Curriculum: A flexible curriculum is one in which staff utilization practices permit large-group and small-group instruction, independent study, laboratory instruction, and flexible scheduling.
4. Large-Group Instruction: Large-group instruction involves a large number of students (50 or more), and it places primary emphasis on presenting material with a minimum of interaction.
5. Small-Group Instruction: This is a method of instruction where teachers and small groups of five to fifteen students discuss concepts, ask questions, and relate study materials presented in large-group instruction.
6. Independent Study: This is defined as instruction where the student engages in activities independent of other students and in a large part independent of immediate teacher direction.
7. Room Utilization or Occupancy: This is the use of any instructional room for pupil meetings at any time during the regular school day. Room utilization is not concerned with the number of pupils in the room, but with whether the room is actually used for class, study, or other pupil activity.
8. Instructional Rooms: This is interpreted to include the gymnasium, auditorium, and cafeteria, as well as all of the regular or special class or conference rooms:
9. Pupil Station: This is any seat, machine, space at a table, or proportion of space on a floor (for example, the gymnasium) that may be utilized by a pupil for any period or part of a period.
10. Pupil-Station Utilization: This is the relation of the actual number of pupil stations used to the number available for use. It is concerned with the relation of the number of pupils in a room to the number of seats in the room.
11. Maximum Pupil Stations – School Defined: This is the maximum number of pupil stations the school has stated is practical for any room or type of room.
12. Maximum Pupil Stations – Architect Defined: This maximum number is obtained by dividing the number of square feet in the room by the minimum number of square feet considered acceptable by an architect for each pupil station in that type of subject area in that type of room.

13. Cycle: This is the number of days until the schedule repeats itself, not to exceed ten days.
14. Innovation: This is defined as any new practice, which is intended to facilitate improvement of the educational program.

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STUDENT USE OF UNSCHEDULED TIME FOR THE MANAGEMENT INFORMATION SYSTEM

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The IEIC Management Information System represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

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376

MANAGEMENT INFORMATION SYSTEM

Student Use of Unscheduled Time

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STUDENT USE OF UNSCHEDULED TIME

Introduction

Throughout most of the twentieth century, American secondary education has been characterized by a schedule of classes that has generally been composed of six, seven, or eight periods per day—classes meeting every day and lasting for forty, fifty, or fifty-five minutes each time. Each period of the day lasted for the same length of time for all classes regardless of the type of material or instruction involved. From the standpoint of scheduling practices, a student was assigned to a single period of the day for each subject and was expected to meet that class each day of the week for the entire semester or school year. For those periods of the day that the student was not in class, he was assigned to a study hall that was supervised and structured much as any class would have been.

Since mid-century, variations of the traditional schedule have been attempted by many school administrators in an effort to more nearly meet the needs of the individual student. The acknowledgement of the differences among students exerted enough demand upon the schedule-makers to attempt changing the equal-time arrangement for all subjects. They have introduced variability and flexibility into the master schedule and have expanded upon and are continuing to offer new patterns of scheduling for individual differences.

A dissatisfaction with standardized learning through standardized and equal-time meeting patterns led many educators to manipulate their master schedule in such a manner so as to take on a new and different appearance. Their first move was to shorten periods to allow for an occasional assembly program. Flexibility was thus obtained and led to the realization that instruction could be varied and still be effective.

The question arose whether some kinds of subjects could be better taught in large blocks of time and others in shorter and more frequent time periods. Another pertinent question was whether some kinds of instruction could be better taught with large numbers of students and other kinds of instruction with relatively small numbers of students.

Through the work of Trump, Manlove, Beggs, Bush, and Allen, the innovation of greater flexibility in secondary school schedules was conceived.

Trump's work for the National Association of Secondary School Principals proposed that schools need greater flexibility, more use of technology, and better use of school funds. A part of the proposed package was a basic curriculum for all and depth content for some. Students need study skills, individual responsibility, inquiring minds, discussion skills, satisfaction in learning, and talent for effectual human relations. Within the educational framework, the teachers need greater opportunity to use their professional skills and a place to perform their professional work.

In association with Baynham, Trump postulated that the school of the future would expand educational opportunities through the utilization of large group instruction, small group discussion, and independent study. The use of teacher assistants, clerks, and aides would allow teachers to become full professionals in teaching. Teachers could be organized into teams that would provide opportunities to capitalize on special competencies in carrying out specific tasks in the instructional program of the school.

Bush and Allen added a fourth basic type of instruction into their phasing of a program—that of laboratory instruction. Like most developers of flexible scheduling programs they felt that each subject in the school was unique and that there should be a means allowing for the best method of teaching the particular course.

Students and teachers comprise the primary resources of a school; however, these two resources also share the greatest differences within their respective groups. On any teaching staff, some teachers are more competent in teaching a particular unit than are others; some teachers can lecture for forty minutes to a large group, while others cannot lecture at all regardless of the size of the group; some teachers are more capable in working with a small group of students than are others; and some should never work with small groups. Students can learn much about a given subject with little or no in-class contact with a teacher in a conventional classroom environment. Others need considerable contact in which to learn.

As the concept of a flexible program began to evolve, the need arose for varying the rate, depth, and breadth of instructional opportunity for each student according to his own needs and capabilities; for giving teachers the opportunity to perform those functions in the teaching process they can do best; for altering the size of the class so that students would sometimes be in large groups, sometimes in small groups, and sometimes in independent study; and for assigning time to subjects according to their requirements for mastery.

The flexible modular schedule took shape by first organizing the school day into shorter periods termed modules. The grouping of modules enabled the creation of longer meeting times for those classes requiring longer meeting times, or leaving a single module standing alone for classes needing a relatively short period of time. The large group phase of instruction would accommodate as many students as available space would permit. Small group discussions would more nearly approximate the advantages of group instruction and build greater student involvement in the learning process. Trump suggested that independent study would consume approximately 40 percent of the student's time, the result being that the weekly total of class time in each subject was reduced to allow for more independent study and research.

In order to capitalize on the advantages of phasing instruction to fit the model developed and espoused by Trump, a great deal of time was required to build a master schedule to accommodate the many variables. Computers were being used to load students' course requests into the manually constructed master schedule in such programs as SHARE, NEEDS, and UPDATE. The flexible modular concepts could be used only to the extent that the school administrator could construct such a master schedule.

The need for a computerized program with a great quantity of storage capacity to construct a master schedule was evident. The Stanford School Scheduling System was developed at Stanford University as a program that constructs the master schedule by computer rather than manually by the school administrator. The major responsibility for the development of the Stanford School Scheduling System was in the hands of Robert N. Bush and Dwight W. Allen of the School of Education and Robert V. Oakford of the Industrial Engineering faculty.

The Stanford School Scheduling System involves several steps in order to provide final schedules for students, teachers, and rooms, but provides an excellent application of flexible modular scheduling concepts. Each course can be divided into as many as five phases, each phase being described with different meeting patterns, section sizes, number of teachers and rooms, and various other restrictions.

The Stanford School Scheduling System was first used in 1963 by four west coast schools: (1) Homestead High School, Sunnyvale, California, (2) Lincoln High School, Stockton, California; (3) Marshall High School, Portland, Oregon; and (4) Virgin Valley High School, Clark County, Nevada. Since 1963, the Stanford School Scheduling System program has spread in use throughout the United States and has been the central factor in many research studies, including the Management Information System program being conducted at the Iowa Educational Information Center at The University of Iowa.

3. i

In an effort to individualize the instruction, a restructuring of time patterns has been viewed as a more efficient means of accomplishing the goal of individualization. With the restructuring of meeting pattern times and the phasing of instructional organization into large-group instruction, small-group discussion, and independent study, a greater part of the responsibility for learning is placed on the student.

The techniques of large-group instruction and small-group discussion can be controlled largely by the teacher or instructional leader. The independent study phase, however, is almost completely the responsibility of the student. He must schedule his time and activities according to his individual schedule.

With the student's possession of the additional time allowed for independent study, the necessity for student self-direction is paramount. He is confronted with varied opportunities for independent study and with several designated areas in which to perform the study. Also, the student has the freedom not to study at all, even though school policy may dictate that all students be in some resource area in the school during the time that they are not class-scheduled.

Where a student spends his independent study time and how he manages that time takes on a new and meaningful dimension in the school that employs the flexible modular schedule.

Need for the Study

The growing popularity and use of the flexible modular schedule in secondary schools has raised many questions among administrators planning for such an innovation in their particular schools. One of the most frequently asked questions has been: "What will the students do when they are not in class?" Further concerns are: What types of resources must be made available for the students' use during their independent study time? Should the students have a student lounge or student commons area? Would students take unfair advantage of a student lounge or student commons area?

Administrators are faced with many concerns about the students' use of time before moving into a flexible modular schedule. It is hoped that the information gathered from this study may serve as a guide to administrators considering a flexible modular schedule for their school.

Methods and Procedures

The study was designed to determine where students spend their unscheduled time and how they utilize that time while enrolled in a school which employs a computer-generated flexible modular schedule. The following elements were described:

1. Where students of each sex and grade level spent their time while not in a scheduled class.
2. The kinds of activities in which students of each sex and grade level were engaged during their unscheduled time.
3. The type of resources-not currently available-the students would have liked to use if given the opportunity.

The students' unscheduled-time data were collected during what was considered a "typical" time for students. It followed mid-term reports and was placed far enough from holidays and special events to be as typical a time as possible during the school year. The school used for the collection of the data was chosen for the following reasons:

1. It was beginning its third year in a computer-generated flexible modular program.
2. It has a wide assortment of resources for which students have access.
3. It is a senior high school including grades ten through twelve with a sizable enrollment (over 1600 students) thus providing many opportunities for elective courses.
4. The administration of the school was interested in gathering information about the students' use of their unscheduled time.

In an effort to secure the most accurate data as possible for the entire school, the decision was made to gather unscheduled-time information from all students for every module of the six-day cycle in order to provide actual data rather than estimates from sample data.

Each student received an "Unscheduled Time Survey" form (Appendix A) on which he indicated where he spent each unscheduled module and in what type of activity he was engaged for each of six days in the scheduling cycle.* For those modules when he was in a scheduled class, an "X" was indicated, since scheduled time was not being considered. The student also indicated grade level and sex on the survey form.

The resources and activities available to the students were listed and coded on the "Unscheduled Time Survey" forms in order to simplify use by the students. The students were also asked to indicate, on the reverse side of the form, any type of resource area they would have liked to use, had the resource been available for the students' use.

During the six days of data collection, the investigator was present in the school and performed spot-check head counts in various resource areas for selected modules throughout the cycles. The head counts were compared with actual counts as provided by the students as a check of validity of the student-provided data.

Treatment of the Data

The data made available from the student-completed "Unscheduled Time Survey" forms were keypunched onto IBM data processing cards. These cards were then tabulated and the analyses computed using the IBM 360 computer.

The Student Unscheduled Time Survey Program used to compute the data was developed specifically for this study by the investigator and was utilized to accomplish several analyses.

*A description of each resource location and each available activity is listed in Appendix B.

The data were reported by grade level and by the total school for each resource location. For each resource location an analysis was made for each of the activities, indicating their frequency within that resource. For each activity the tally of the total mods for which males were engaged was listed, and its percent of the total male-mods of all activities in that resource calculated. A similar tally and calculation were completed for females and for the total of all students.

A tally of the number of different male students engaging in each activity within the resource was listed. The number of males in each activity was then divided into the tally of male-mods for that activity to ascertain the average number of mods per male in each activity within each resource. The same calculation was made for females and for all students. Totals were likewise listed and calculated for each resource for each grade level and the total school.

The same information was computed for the sum of all resources by grade level and the total school.

Calculations were made showing both the distribution of student use of each resource without regard to the various activities and the grand total of all resources and all activities for each grade level and the total school.

A separate program was utilized to tally the number of students present in each resource location for every module of each of the six days in the schedule cycle.

The spot-check head count conducted by the investigator was compared with the computed tally for an indication of the validity of the student-reported data.

Findings

The findings of this study appeared to the investigator to warrant the following conclusions regarding where the students spent their unscheduled time and how they utilized that time while attending a school that employs a flexible modular scheduling program:

1. Upperclass students spent a greater percentage of their time in the library "studying" than did the underclass students; conversely, underclass students spent far more time in the cafeteria "rapping with friends" than the upperclass students.
2. Female students used the unsupervised cafeteria during unscheduled time much more than the males; contrarily, the males spent a greater portion of their time in the library.
3. Nearly three-fourths of the students responding spent over two and one-half modules per day in the cafeteria--the equivalent of thirty-seven minutes. Likewise, approximately the same number of students spent over three modules in the library each day--nearly forty-eight minutes.
4. Male students in each grade spent a greater amount of time in each resource they attended than did the females. The conclusion is made that the females were "on the move" to different resource areas more often than were the males.

5. The library and specialized resource centers were frequented by large numbers of students engaged in the type of activities for which such resources were designed. A single exception was the foreign language resource center which, with regard to its intended purpose, was relatively wasted. This may point out the need for better supervision by professional or para-professional personnel in this resource and others similar to it.
6. The math resource center was observed as accomplishing its intended purpose to a greater degree than any of the other specialized resource areas.
7. Many resources, although well utilized for their intended purposes, also served as refuges for activities normally associated with the cafeteria, commons area, and other "talk" locations.
8. Rather sizable numbers of students, when given the opportunity to use their unscheduled time as they saw fit, were found to spend a great amount of time engaged in activities that were not directly related to academic learning activities. The possible disadvantage of that situation was outweighed, however, when many more students who possessed the same opportunity pursued activities in locations that would likely not have been available without the flexible modular program in effect.
9. When students were allowed some time and a place to "get away" from the constant pressure of attending class and studying or working toward a class assignment, they generally proved to act responsibly and did not tend to take unfair advantage of the opportunity given them.
10. A large number of students in all grades and of both sexes spent a sizable amount of their unscheduled time engaged in study activities and in resources generally considered study type resources, even though many other opportunities for activities besides study existed.

Conclusions

Based upon the findings of this study and the observations of the investigator, the following conclusions have been considered significant to the concept of the utilization of students' unscheduled time:

1. Students generally appeared well-behaved and serious about their endeavors. A minimum amount of "horseplay" was observed, and vandalism was not in evidence.
2. The few students with whom the investigator spoke indicated pleasure with the flexible modular program and indicated that they would not want to revert back to the conventional program.

3. The commons area, being an open space within the building and having no chairs, created some rather serious concerns. The students using this area indicated that they spent 20.4% of their time "sitting", and, with the absence of chairs, such activity necessitated the use of the floor for "sitting". During the six days of the survey 182 students spent an average of 2.02 mods per day "sitting" in this area for the equivalent of half an hour per day.
4. Raw numbers indicated that a small percentage of students used the Counseling Center and that each spent 1.85 mods there. When adjusted to reflect the percent of return, however, the average number of students in the Counseling Center during any mod was 4.99—or one more student at any time than there were counselors.
5. The unsupervised areas reserved for relatively "quiet" activity did not measure up with regard to their intended purpose. The conclusion is drawn that students will generally frequent the unsupervised areas for reasons other than for the intent of the resource.
6. The investigator was not alarmed by the seemingly large numbers of students in the cafeteria each mod (better that the students be there than creating a disruption elsewhere). The cafeteria does offer the best opportunity for the corps of counselors to identify students who may be spending excessive amounts of time in non-study activities and try to direct them accordingly. The investigator felt that the underclass students needed more direction than they were receiving, and that a greater attempt should be made to reach that group of students.
7. Nearly half of the students, when given the opportunity to use their unscheduled time as they saw fit, were found to spend a great amount of time engaged in activities that were not directly related to academic learning activities. The possible disadvantage of that situation was outweighed, however, when many more students who possessed the same opportunity pursued activities in locations that would likely not have been available without the flexible modular program in effect.
8. Although administrative problems do, in fact, exist in a program which allows students to determine for themselves how they want to utilize approximately forty percent of their time, the advantages offered in such a situation are much greater than the disadvantages. The investigator feels that if students are to make satisfactory choices of their time when they are not in school, they should have the opportunity to make similar choices while still in school.
9. The investigator feels, finally, that students need the chance to make mistakes, and that the school offers the best place for them to be made because of the trained personnel present who can assist the student in correcting his errors. When a student leaves school, either via withdrawal or graduation, the school no longer has an opportunity to be of direct benefit to that individual.

APPENDIX A

UNSCHEDULED TIME SURVEY

In the spaces provided below please indicate, by codes, where you were (Loc) and in what activity (Act) you were engaged for each mod of each day of the cycle. When you were in a scheduled class place an "X" in the Loc space for that mod of that day. Use the codes listed for completing all unscheduled mods. If a location in the school or an activity that you used is not coded, list that mod as "Other" and specify briefly in the space provided for that mod where you were and what you did. If you were absent, leave those mods BLANK for which you were NOT in school.

LOCATIONS

1. Administration Offices
2. Counseling Center
3. Nurse's Office
4. Teacher's Office
5. Library
6. Large Group Area
7. Foreign Language Resource Center
8. Language Arts Resource Center
9. Math Resource Center
10. Social Studies Resource Center
11. Reading Lab
12. Science Labs
13. Distributive Education Room
14. Speech Room (156)
15. Band Room
16. Strings Room
17. Vocal Music Room
18. Art Area
19. Business Education Area
20. Home Economics Area
21. Agriculture Room
22. Auto Mechanics Room
23. Electronics Room
24. Mechanical Drawing Room
25. Metals Room
26. Woods Room
27. Driv-O-Trainer
28. Open Lab Gymnasium
29. Open Room
30. Cafeteria
31. Commons Area
32. Hallway
33. Rest Room
34. Other (explain)

ACTIVITIES

- A. Conference with Administrator
- B. Conference with Counselor
- C. Conference with Teacher
- D. Eating (Breakfast)
- E. Illness
- F. Independent Study Project
- G. Leisure Reading
- H. Open Lab
- J. Practicing
- K. Rapping with Friends
- L. School Activity (committee, etc.)
- M. Sitting
- N. Solving Math Problems
- P. TV Viewing
- R. Using Resource Materials
- S. Writing
- T. Other Class Assignments
- U. Other Activity (explain)
- V. Excused From School (dentist, etc.)
- W. Studying

Check Correct Classification:

- ☐ (1) 10th Male
☐ (2) 10th Female
☐ (3) 11th Male
☐ (4) 11th Female
☐ (5) 12th Male
☐ (6) 12th Female

Time	Mod	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6	
		Loc	Act	Loc	Act	Loc	Act	Loc	Act	Loc	Act	Loc	Act
8:30-8:45	1												
8:45-9:00	2												
9:00-9:15	3												
9:15-9:30	4												
9:30-9:45	5												
9:45-10:00	6												
10:00-10:15	7												
10:15-10:30	8												
10:30-10:45	9												
10:45-11:00	10												
11:00-11:15	11												
11:15-11:30	12												
11:30-11:45	13												
11:45-12:00	14												
12:00-12:15	15												
12:15-12:30	16												
12:30-12:45	17												
12:45-1:00	18												
1:00-1:15	19												
1:15-1:30	20												
1:30-1:45	21												
1:45-2:00	22												
2:00-2:15	23												
2:15-2:30	24												
2:30-2:45	25												
2:45-3:00	26												

Please indicate on the back side those activities that you would have liked to use if they had been available to you.

APPENDIX B

The resources available to the students were listed and coded on the "Unscheduled-Time Survey" forms in order to simplify use by the students. The resources were as follows:

1. Administrative Offices: located near the main entrance and on the main thoroughfare to the nerve center of the school. The administrative offices consisted of the principal's and associate principal's offices, a large conference room, and the central office.
2. Counseling Center: located near the administrative offices and consisting of six private counseling offices, a reception-information area, and a combination records and conference room.
3. Nurse's Office: adjacent to the central office. It consisted of an office for the nurse, an examination room, and an area for reclining.
4. Teachers' Offices: scattered throughout the building, these included teachers' desks with small space for individual student conferences. Many offices were shared by teachers from within the same department.
5. Library: located near the main entrance and near the center of the building, it provided seating for 150 students. Several study carrels were provided for students wanting to study independently.
6. Large-Group Area: located on the second floor and available for student study when not in use as a large-group classroom. Students could engage in quiet independent study or in small-group independent study.
7. Foreign Languages Resource Center: located in Room 150 and available for student use every module of the cycle. The resource center provided materials and equipment appropriate for individual study and enrichment. A Foreign Language Laboratory was included in this center.
8. Language Arts Resource Center: housed in Room 140 and serving as the departmental center of resources and materials for the language arts. Teachers or para-professional staff were available at all times to assist students.
9. Mathematics Resource Center: located in Room 220, it provided space for independent study and research for the Mathematics Department at all times during the cycle. Teachers and para-professionals were assigned to provide aid to students during all modules.
10. Social Studies Resource Center: occupied Room 211 as the departmental center for all of the social studies. It was open for individual study for all modules of the cycle and was manned by teachers and para-professionals throughout the cycle.

11. Reading Lab: provided individual study space for students every module of the cycle. Materials and equipment were available to students in a supervised atmosphere.
12. Science Labs: included laboratories for the areas of biology, physics, and chemistry. The biology area consisted of two suites of two laboratories each, connected by a preparation room and adjoined by a greenhouse. Resource area and individual research and experimentation space was readily available.

The physics laboratory comprised two highly flexible classrooms equipped with math-top desks, and movable lab tables with easy access to air pressure, gas and water. A resource center, preparation room, and a darkroom were adjacent and available for individual experimentation.

The chemistry facilities included two laboratory classrooms connected by an office-preparation area. Adjacent to the office-workroom area was a large chemical and laboratory-apparatus storage room.

13. Distributive Education Room: located in Room 114 and consisting of displays and visual merchandising techniques, the room was sectioned into learning areas for various phases of merchandising and available at any time the students were not in a scheduled class.
14. Speech Room: Room 156 was divided with a folding wall permitting dual use. A resource center for students in speech was provided, along with three small conference rooms with visual control to be used for committees, debate, and rehearsal.
15. Band Room: available for rehearsal and practice of individuals or instrumental groups. Individual practice rooms were small enough to be efficient for individual practice.
16. Strings Room: allowed space for rehearsal of individuals or small-group ensembles in an acoustically treated atmosphere. A resource library was also provided.
17. Vocal Music Room: located in Room 111, with permanent risers making rehearsal more efficient. Practice rooms allowed students to work individually or in small groups. The area was carpeted and acoustically treated for more efficient use.
18. Art Area: comprised Rooms 139A for crafts, and 139B for art; the rooms were divided into individual work areas for drawing, ceramics, jewelry, and sculpturing. A student study center for individual research was located in each room.
19. Business Education Area: located in Rooms 135-138A. A cooperative office was equipped with an offset press and used for printing most of the necessary school forms. A dictation lab was available, and a bookkeeping lab had an adding machine on every student table. Any time that rooms were not being used by a scheduled class, they were available for individual student use.

20. Home Economics Area: involved a clothing laboratory equipped with fitting and construction facilities, interior design studies, foods laboratory designed for food preparation, and a family living center.
21. Agriculture Room: served as a part of the industrial arts area and provided a work area as well as resource area for agriculture.
22. Auto Mechanics Room: open for students to perform assignments and individual work at any time including when a class was in session in another part of the room.
23. Electronics Room: an open lab room with adequate materials and equipment for individual work.
24. Mechanical Drawing Room: served as both a classroom for instruction and individual work projects.
25. Metals Room: provided opportunity for independent work projects with adequate machinery and tools.
26. Woods Room: located within the industrial arts area, supplied with adequate machinery and equipment for large and small jobs alike.

All power tools and equipment for the industrial arts area were grouped together for safety and efficient operation.

27. Driv-O-Trainer: located in the east wing of the building, twelve units were available for students to use any time for their fourteen hours of simulator driving during the semester.
28. Open Lab Gymnasium: included stations for nearly all sports and activities. Through the use of curtains, the gymnasium could be divided into four areas. The balcony provided floor space for tumbling, basketball, volleyball, and gymnastics; adjacent to this were a wrestling facility and a physical education classroom. An underground area had been developed that contained a 110-yard running track with sufficient infield area for hurdling and jumping. A batting cage was used for baseball and golf practice and five archery stations were available.
29. Open Room: Any classroom not being used was available to students wanting to study individually or in small groups.
30. Cafeteria: allowed for the serving of breakfast and snacks until 10:45 a.m. each day. Lunch was served from 11:30 a.m. until 1:00 p.m. Music could be piped into the area which was used for study and relaxation throughout the day. It could also be used as an assembly area for a large group of students.

31. Commons Area: located near the main entrance, it served as a large gathering area and passing area throughout the day.
32. Hallway: any area used primarily for passing from one location to another.
33. Rest Room: located in several places throughout the building.
34. Other: any area used by the student not categorized by any other listed resource.

Several activities were listed for the students to indicate as their unscheduled-time activity. They were listed as follows:

- A. Conference with Administrator: any meeting or conference involving an individual or a group of students with any administrator. This activity could take place in one of many locations.
- B. Conference with Counselor: any meeting or conference involving an individual or group of students with a counselor. This activity could take place in many locations.
- C. Conference with Teacher: any meeting or conference involving an individual or group of students with a teacher. This activity could take place in many locations.
- D. Eating (Breakfast): since lunch is a scheduled activity, the distinction is made regarding the particular meal – should take place in the cafeteria.
- E. Illness: any time that a student is not feeling well enough to engage in some other activity. Normally this activity would take place in the rest room or nurse's office.
- F. Independent Study Project: any project in which the student is researching, experimenting, or studying that does not involve other students.
- G. Leisure Reading: any reading being done by the student that is not a direct assignment or directly applicable to any course work. This activity could take place in nearly any location in the school.
- H. Open Lab: any activity involving an individual or group of students and in which there is not direct teacher supervision. This activity can be done in science labs, a gymnasium, or any other facility where some type of materials or equipment is used in addition to books.
- J. Practicing: any activity which is a repetitive type action such as music, or athletics, for which the student strives for improvement through repetition.

- K. Rapping with Friends: talking with other students either individually or in a group, and for which the subject is not directly concerned with a study activity. Such activity could occur nearly any place.
- L. School Activity: individual or group work, not a part of a course, but of an extra class nature. This activity could take place in any location of the school.
- M. Sitting: the lack of activity, when a student actually is engaged in nothing. "Sitting" can take place in every location of the school.
- N. Solving Math Problems: engaging in a solving function of a mathematical nature-- can be for a class or some other activity.
- P. TV Viewing: watching TV or taped presentation. This activity will likely be confined to the library area or special area set aside for such activity.
- R. Using Resource Materials: the general activity of researching, reading, or engaging in work in one of the resource areas.
- S. Writing: can take place in most locations of the school and can be specifically for a class assignment or personal writing.
- T. Other Class Assignments: any assignment for a class not fitting into any other category. This activity could take place in many areas.
- U. Other Activity: any activity which is neither a class assignment nor characterized by any other category. The student was asked to explain the type of activity so that it could be placed into another of the categories if the investigator deemed it as logical.
- V. Excused From School: any time that the student was away from school for only a portion of the day. An example of this type activity would be for doctor or dental appointment, etc.
- W. Studying: any type of studying done by the student that was not adequately described in any other activity.

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PUPIL TRACT AREA SURVEY...Second Edition

Management Information System

A plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

VI

**A PUPIL TRACT AREA SURVEY FOR THE
IEIC MANAGEMENT INFORMATION SYSTEM**

**Co-Investigators: Dr. Walter J. Foley
Dr. Gordon Harr**

The IEIC Management Information System represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

This project is supported by the U. S. Office of Education, Bureau of Research, under Title IV of The Elementary and Secondary Education Act. The research is planned and carried out under Contract Number OEC-0-9-099011-4395 (010).

**IOWA EDUCATIONAL INFORMATION CENTER
The University of Iowa
Iowa City, Iowa
April, 1971**

MANAGEMENT INFORMATION SYSTEM
Pupil Tract Area Survey
Second Edition

Prepared by
Kenneth G. Jensen

in cooperation with
Monte Klobberdanz, Public Relations Coordinator, IEIC

3

1. Are you a male or female?

- A Male
- B Female

2. How old were you on your last birthday?

- A 14 or younger
- B 15
- C 16
- D 17
- E 18
- F 19
- G 20 or older

3. During this school year, about how many hours a week do you work for pay? Do not include chores done around the home.

- A None
- B About 1 to 5 hours
- C About 6 to 10 hours
- D About 11 to 15 hours
- E About 16 to 20 hours
- F About 21 hours or more

4. On an average school day, how much time do you spend studying outside of school hours?

- A None or almost none
- B About 1/2 hour a day
- C About 1 hour a day
- D About 1 1/2 hours a day
- E About 2 hours a day
- F About 3 hours a day
- G Four or more hours a day

In your school, how active have you been in each of the following groups of activities this school year? Mark your answers to questions 5-12 as follows:

- A Very active (hold office, attend all meetings, hold major responsibility)
- B Fairly active (attend all meetings, participate in some major planning or activities)
- C Participate little (attend some meetings only)
- D Did not participate

5. Speech and dramatics (plays, debates, etc.)

6. Music (band, orchestra, choir, glee club)

7. Publications (yearbook, school newspaper, etc.)

8. Service clubs (FFA and FHA, FTA, etc.)

9. National Honor Society

10. Academic clubs (Latin, Science, Math, etc.; do not include required clubs formed within some language courses)

11. Hobby clubs or activities (photography, chess, etc.)

12. Social activities sponsored by the school (dances, parties, etc.)

Mark your answers to 13 and 14 as follows:

Boys

- A Participate in one sport
- B Participate in two sports
- C Participate in three or more sports
- D Do not participate

Girls

- E Participate in one sport
- F Participate in two sports
- G Participate in three or more sports
- H Do not participate

13. Interscholastic Athletics (for example, 9th grade football, varsity or sophomore basketball, track, swimming, gymnastics, golf, tennis, etc.)

14. Intramural Athletics (not scheduled physical education classes)

15. If something happened and you had to stop school now, how would you feel?

- A Very happy, I'd like to quit
- B I wouldn't care one way or the other
- C I would be disappointed
- D I'd try hard to continue
- E I would do almost anything to stay in school

16. How good a student do you want to be in school?

- A One of the best students in my class
- B Above the middle of the class
- C In the middle of the class
- D Just good enough to get by
- E I don't care

17. How close do you come to doing the best work you are able to do in school?

- A Very close
- B Quite close
- C Somewhat close
- D Not very close
- E Not at all close

Use the following choices in answering questions 18 and 19.

- A Something less than high school graduation
 - B High school graduation
 - C After high school graduation, work for a company that will train me on the job or send me to school at their expense
 - D Enter the military service after high school and get some training there
 - E Attend a technical, trade, or business school which requires two years or less to complete
 - F Attend a technical, trade, or business school which requires more than two years to complete
 - G Attend some college but not graduate
 - H Complete a junior college program
 - I College graduation (Bachelor's Degree)
 - J Something beyond a Bachelor's Degree such as a degree in law, medicine, dentistry, M.A. or Ph.D.
18. Suppose that the decision about your future education was entirely up to you, and you need only to consider your own abilities and interests. Which of the preceding statements best describes the highest level of education you could attain?
19. Realistically, considering not only your abilities and interests, but also your financial situation, your parents' expectations, your family responsibilities, and what you want to do after high school, what is the highest level of education you expect to attain?
20. What is the main reason for the difference, if there was a difference, between your answers to the preceding two questions?
- A I gave the same answer to both questions
 - B My parents want me to continue my education even though I don't think I could succeed
 - C My family cannot afford to give me as much education as I could attain
 - D Family responsibilities and problems (other than financial problems) will force me to limit my education
 - E I would rather get married or go to work than go to the highest level I could attain
 - F I don't really want to continue beyond the level marked in the second question
 - G I expect to go into the armed forces
21. If you are a girl, answer this question. (Boys do not answer this question.) After you finish your schooling, what do you expect to do?
- A Have a full-time career other than homemaker
 - B Have a full-time career for awhile, then combine homemaking with a career
 - C Have a full-time career for awhile, then a full-time homemaker
 - D Begin with and maintain both a career and homemaking
 - E Be a full-time homemaker
22. Which one of the following types of schools do you expect to attend when you finish high school?
- A I don't expect to attend any school next year
 - B Business school (clerical, keypunch, stenographic, accounting, etc.)
 - C Apprenticeship training program (plumbing, electrical, carpentry, etc.)
 - D Registered Nursing less than a B.S. degree (not practical nursing)
 - E Trade School (such as auto mechanics, drafting, electrician)
 - F Technical School (such as electronics, engineering technology)
 - G Junior College (2 years) or Area Community College or Area Vocational School (2 years)
 - H College (4 years or more)

23. If you plan to continue your education when you finish high school, where do you expect to go to school?

- A I do not expect to continue school beyond high school
- B In my hometown or near enough so I can live at home
- C In Iowa but away from home
- D Outside of Iowa but in a Midwestern state
- E In a Northeastern state
- F In a Southeastern state
- G In a Northwestern state
- H In a Southwestern state
- I Outside of the United States
- J I do not know yet

24. Which of the following statements best describes your plan to finance your education or training beyond high school?

- A All finances will be taken care of by parents, savings, or a trust fund
- B I will have to apply for financial assistance in the form of a scholarship, grant, or loan
- C I plan to work for the money
- D Both B and C above
- E I don't know at this time how I will finance my education or training
- F I don't plan to continue my education or training beyond high school

Use this list to answer questions 25 through 28.

- A Art, drawing, and crafts
- B Business education
- C English (reading, speech, literature, rhetoric, etc.)
- D Foreign Language (French, Spanish, German, etc.)
- E Mathematics (arithmetic, algebra, geometry, etc.)
- F Music (band, chorus, etc.)
- G Physical education
- H Sciences (chemistry, biology, physics)
- I Social Studies (geography, history, civics, etc.)
- J Vocational subjects (home economics, industrial arts, agriculture, etc.)

25. Which one of the above groups of subjects do you like best?

26. Which one of the above of subjects is your second choice?

27. Which one of the above groups of subjects is your third choice?

28. Which one of the above groups of subjects do you like the least?

29. How do you feel about homework?

- A Teachers give us too much
- B I like the amount teachers presently give us
- C Teachers give us too little

30. Do you have a car of your own, car which you actually own or one which is considered only yours to use)?

- A Yes
- B No

31. How often do you drive your parents' car?

- A Never
- B Once a week
- C Twice a week
- D Three times a week
- E Four times a week
- F Five or more times a week

32. When you finish your education, what sort of a job do you think you will have?

- A Technical—such as draftsman, surveyor, medical or dental technician, etc.
- B Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
- C Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
- D Proprietor or owner—such as owner of a small business, wholesaler, retailer, restaurant owner, etc.
- D Semi-skilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
- E Clerical worker—such as bank teller, bookkeeper, salesclerk, office clerk, messenger, etc.
- F Service worker—such as barber, waiter, mail carrier, etc.
- F Salesman—such as real estate or insurance salesman, factory representative, etc.
- G Farm or ranch manager or owner
- H Workman or laborer—such as factory worker, filling station attendant, farm worker, etc.
- I Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, college professor, social worker, teacher, etc.
- J Skilled worker or foreman—such as baker, carpenter, electrician, mechanic, plumber, tailor, foreman in factory, etc.

Consider the following school activities. For each one, please indicate the one person in school who has given you the best help. Choose from the following:

- A Teacher
- B Counselor
- C Student
- D Principal
- E No one

33. Selecting your school subjects?

34. Planning ways to study better?

35. Planning for your future education after high school?

36. Planning your occupational career?

37. Learning more about yourself?

38. Getting along better with other people?
39. Learning about the school when you first came as a new student?
40. Learning how you scored on a standardized ability and achievement test?
41. Solving a personal problem?
42. Do you feel that you can get to see a guidance counselor when you want to or need to?
- A Yes
B No
43. How many times did you talk to a guidance counselor this past year?
- A Never
B Once
C Two or three times
D Four or five times
E Six or more times
44. Do you feel that you can see your teachers when you want to or need to?
- A Yes
B No
45. During unscheduled time when you asked teachers for help with course work, were you satisfied with the help you received?
- A Always satisfied
B Usually satisfied
C Seldom satisfied
D Rarely satisfied
E Never satisfied
46. During unscheduled time, how often do you have discussions with your friends about ideas that have come up in your classes?
- A Several times a day
B About once a day
C About once or twice a day
D About once or twice a month
E Never
47. Which of the following do you feel you most need to improve?
- A Discussion skills
B Relating to teachers
C Relating to other students
D Use of library and resource centers
E Maintaining interest in school work
F None of the above

48. Which of the following do you feel you most need to improve?

- A Speaking
- B Listening
- C Writing
- D Mathematics
- E Reading
- F None of the above

49. Which of the following statements best describes your parents?

- A They are married and living together
- B My mother is not living
- C My father is not living
- D They are married but not living together
- E They are divorced
- F Neither of my parents is living
- G I cannot answer this question

50. With whom are you now living; that is, who are the heads of the house in which you live?

- A Mother and father
- B Mother only
- C Father only
- D Sometimes with my mother, sometimes with my father
- E Mother and stepfather
- F Father and stepmother
- G Grandparents, aunt, uncle, or cousins
- H Brother or sister
- I Foster parents (not relatives)
- J None of the above

The following choices are to be used in answering questions 51 and 52 about the kind of work your father and mother do.

- A Technical—such as draftsman, surveyor, medical or dental technician, etc.
- B Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
- C Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
- D Semi-skilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
- E Clerical worker—such as bank teller, bookkeeper, salesclerk, office clerk, messenger, etc.
- F Service worker—such as barber, waiter, mail carrier, etc.
- G Salesman—such as real estate or insurance salesman, factory representative, etc.
- H Farm or ranch manager or owner
- I Workman or laborer—such as factory worker, filling station attend, farm worker, etc.
- J Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, college professor, social worker, teacher, etc.
- K Skilled worker or foreman—such as baker, carpenter, electrician, mechanic, plumber, tailor, foreman in factory, etc.

51. Which of the above statements best describes your father's occupation? If your father is not living, or if he is retired, what was his occupation?

52. Which of the above statements best describes your mother's occupation? If your mother is not living, what was her occupation? (Respond to this item only if your mother is employed outside the home.)

Use the following choices in answering questions 53 and 54.

- A None, or some grade school
 - B Completed grade school
 - C Some high school, but did not graduate
 - D Graduated from high school
 - E Technical or business school after high school
 - F Some college, but less than 2 years
 - G Some college, but less than 4 years
 - H Graduated from a 4-year college (B.A., B.S., etc.)
 - I Received the Master's Degree (M.A., M.S., usually 5 or 6 years of college)
 - J Received the Doctor's Degree (Ph.D., M.D., D.D.S., usually 7 or more years of college)
53. Which one of the above statements best describes the HIGHEST level of education which your father has attained? If your father is not living, what was the highest level he attained?
54. Which one of the above statements best describes the HIGHEST level of education which your mother has attained? If your mother is not living, what was the highest level she attained?
55. Which of the following statements best describes the way your parents feel about the homework your teachers give you?
- A To my best knowledge, my parents don't have any feelings one way or another on the subject
 - B They feel the teachers give too much homework
 - C They feel the teachers give about the right amount of homework
 - D They feel teachers give too little homework

THANK YOU FOR YOUR TIME AND COOPERATION.

RESOURCE ALLOCATION

Management Information System

A plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

VII

IOWA EDUCATIONAL INFORMATION CENTER

RESOURCE ALLOCATION FOR THE MANAGEMENT INFORMATION SYSTEM

Co-Investigators: Dr. Walter J. Foley
Dr. Gordon G. Harr

The IEIC Management Information System represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

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IOWA EDUCATIONAL INFORMATION CENTER
The University of Iowa
Iowa City, Iowa
June 1971

MANAGEMENT INFORMATION SYSTEM

Resource Allocation

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RESOURCE ALLOCATION

In any educational program several resources are put to simultaneous use in an effort to achieve some predetermined goal. The goal may be to create an atmosphere more conducive to student decision-making, or it may be only to facilitate the learning of basic skills. The many resources that are employed are done so in an effort to ultimately approach the achievement of the particular goal.

Through the years the educational programs of schools have been largely governed or modified by the configuration of three basic resources — facilities, staff and pupils. The shortage or abundance of facilities in relation to enrollment has often been the sole determinant of how a school's program has been managed. Likewise, the experience and training of staff members plays a determinant role in deciding how the curriculum will be offered. The basic type of student served by the educational program demands certain considerations, and thus becomes the third major resource in the resolution of the educational goals of the school.

The means by which the basic resources are allocated has generally been indicated by the school's master schedule, just as the master schedule of any school reflects the interwoven intricacies of an educational plan and the relation of that plan to the school's total curriculum. Schools with an extensive offering of elective courses will often utilize an altogether different type of master schedule than will the school with fewer, more basic courses. A curriculum involving wide offerings in skills courses, for instance, will likely make allowances for a differing type of instruction and for laboratory or practice time for those skills.

The master schedule is often the only tool available that can lend objective information regarding the potential attainment of those predetermined goals of the school, whatever they may be. The master schedule serves as the core to the operation and functioning of the school and translates what is desired to happen into what is actually happening. Regardless of the school's stated purposes and goals, the ultimate test of their attainment lies in their practical application through the master schedule.

I. Resources Used

Although many resources are constantly at work in the process of education, the broad categories of facilities, staff, and pupils have been identified as major resource program modifiers. All are necessary to effect the educational program, and all are dependent upon financial support in order to function within the parameters of the educational system.

The facilities resource is concerned primarily with the physical plant, but, more specifically, the manner in which that physical plant is utilized for purposes of instruction. Various rooms in the plant were designed for special purposes, whereas other rooms are for general use. The rooms may be of differing sizes and shapes and with different types of accommodations.

Facilities that are set aside for special purposes are able to accommodate a precalculated maximum number of pupils to be engaged in the specific activity for which that space is reserved. Based upon a standard defined by the National Council on School House Construction, the standard number of pupil stations available can be calculated from the dimensions of the facility. The utilization of each space can then be calculated from the enrollments into the classes using it.

General purpose spaces provide the greatest flexibility since they can be used for many types of activities. This type of facility, however, must be scheduled for use by nearly anyone at any time in order to achieve the maximum utilization possible.

The allocation of staff in the educational program presents an altogether different concern for the attempt to achieve the goals of the curriculum. Certain teachers on the staff may have distinct abilities that set them apart from the others. Some teachers for instance, may perform much better in lecturing to a large group of students, whereas others on the teaching staff may do a far better job in conducting small group class meetings. In many cases, a team of teachers is able to be much more effective than would an individual teacher. The combining of individual teacher's attributes therefore presents the opportunity for more effective teaching and the opportunity for greater learning on the part of the pupils. No longer is a single teacher responsible for a given number of pupils for each day of the school year. In addition to teaching activities the teacher's assignment may involve supervisory activities during unscheduled time in departmental resource centers or in individual student conferences. The teacher is provided an adequate amount of time to prepare for the classes assigned to teach.

The teacher, because of varying assignments, is often provided assistance in the form of teacher aides or paraprofessionals, who perform a part of the teacher's administrative duties, paper correction, and clerical needs. The teacher is offering expertise within particular subject areas. If the teacher is indeed assigned to several types of activities, an accounting of the allocation of time becomes of distinct value in measuring the success of the school's program.

The manner in which students' time is scheduled illustrates an effort to get at the very nature of the reasons for having an educational program. Their time is of utmost importance, since the students are the raw products that the educational process attempts to transform toward a finished product.

During the course of a student's day a part of the time is scheduled into structured classes, a part of the time may be allowed for study activity within a structured class, and a part of the time may be unscheduled to allow the student to pursue activities of his own choosing. For that portion of the students' time which is defined in the schedule, some types of courses require greater amounts of time than do others. For example, a course that requires the student to engage in laboratory-type work will often be more demanding than will the course that is basically lecture and/or discussion. Much of the preparation for discussion can be accomplished during the students' unscheduled time, whereas special purpose facilities may be required for laboratory work.

II. The Master Schedule

Management decisions should be made only after certain data have been collected and studied. A part of any school's management — or administration — is the construction and implementation of a master schedule as a tool for carrying out the educational program of that school.

Accountability for any educational program rests in the hands of the person or persons responsible for administering that program. Consequently, if a major means of testing the success of an educational plan does, in fact, lie in the school's master schedule, the accountability of the program ultimately rests with the schedule builder.

Through years of educational schedule building, the principal of the school has had the responsibility for putting together the various resources for a workable plan of action to be used throughout the academic year. Historically and expediently, the schedule has been characterized by standard meeting times for all classes, regardless of their needs. However, with the introduction of the computer to assist the school administrator, several innovations have been presented — among them the construction of a school's master schedule.

The Stanford School Scheduling System is a series of computer programs that will construct a master schedule for schools and embody many of the flexible aspects of scheduling that are looked upon as desirable in carrying out a school's educational plan.

In order to build the master schedule by computer, various inputs of data are necessary. Among them are teacher and room designations and meeting patterns for each phase of every course offered. Any special restrictions on either teachers, rooms, or courses must be defined early. Also required are the students' requests of courses for the ensuing semester or academic term.

After all inputs have been collected and assembled in the proper manner, the schedule construction can begin. Several attempts may be necessary to arrive at a satisfactory master schedule that approximates completion of the program desired by the school. With the completion of the computer-generated master schedule, manual changes can be made in order to accommodate particular peculiarities within certain areas of the school.

After all manual changes have been performed, the completed master schedule is then ready to be loaded with students' requested courses. The computer performs this function in rapid fashion. From the student assignment programs of the Stanford School Scheduling System, the student schedules, teacher schedules, and room schedules are produced. Also available are copies of the master schedule indicating each section's meeting pattern and time, teachers and rooms assigned, and the numbers of students assigned.

III. Data Provided by the Master Schedule

The master schedule is able to provide various additional data that can indicate allocations of staff, facilities, and students. With this data the administrator has the opportunity to make more intelligent management decisions that concern the operation of his school. A Resource Utilization Program, used in accordance with the Stanford School Scheduling System, serves as the reporting tool by which the resources have been allocated. The information provided in the entire Resource Utilization Program is derived from the final master schedule before manual changes to the students' schedules, if any, are made.

Control Information From Program

The "Basic School Data" refers to the overall parameters of the school's scheduling program. The numbers of teachers and rooms listed may reflect a certain amount of duplication, particularly if a false teacher or room was used in order to expedite the computer's original scheduling process. The use of such a technique is common when intentional teacher or room conflicts are tolerated and/or desired.

The use of teacher teams and room teams, although not too prevalent, often presents a situation that alters the scheduled density figures for both teachers and rooms. A team of teachers or a team of rooms assigned to a single section within the schedule will modify the student-teacher or student-room ratio. The number of teacher teams and room teams are indicated in order to signal their presence.

The "Total Availabilities for School" category lists, in minutes, the amount of aggregate time that is available for students, teachers, and rooms. Allowances have not been made for teachers or students that may be part time, or for the false teachers or rooms that may have been used merely to accommodate the scheduling of a single section. They have been treated as full time in each instance in which they are encountered.

The category entitled "Availability by Program Area," lists the number of aggregate available minutes for students, teachers, and rooms for each of the identified program areas. Each program area

PROGRESS CITY HIGH SCHOOL

MAY 1, 1971

RESOURCE UTILIZATION BY PROGRAM AREA

CONTROL INFORMATION FROM PROGRAM

BASIC SCHOOL DATA			
MODS/DAY	26		
DAYS/WEEK	6		
MINS/MOD	15		
STUDENTS	1717.		
TEACHERS	132.		
ROOMS	105.		
MODS/LUNCH	2		
TCHR TEAMS	77		
ROOM TEAMS	8		

TOTAL AVAILABILITIES FOR SCHOOL (IN MINUTES)

STUDENTS	3708720.
TEACHERS	308880.
ROOMS	245700.

4

AVAILABILITIES BY PROGRAM AREA (IN MINUTES)

Program Area	Students	Teachers	Rooms	Program Area	Students	Teacher	Rooms
LANG. ARTS	321705.	23265.	22950.	PHYS. ED.	285840.	9900.	6660.
FOREIGN LANG.	88005.	6975	6705	MUSIC INSTRU.	73665.	3315.	2295.
SOC. SCIENCE	267225.	17235.	16440.	MUSIC VOCAL	60660.	1110.	1110.
MATHEMATICS	189510.	10395.	9495.	DRIVER EDUC.	76545.	6675.	2175.
SCIENCE	248625.	10620.	10155.	TRADES & IND.	53295.	1875.	615.
BUS. EDUC.	113130.	6390.	6390.	COOP OFF. ED.	18000.	1080.	360.
HOME ECON.	108750.	7155.	7155.	D.E. COOP	59460.	2040.	600.
ART	61290.	3240.	3240.	AG. OCCUP.	3645.	675.	135.
VOC. AGRIC.	19170.	1800.	1800.	WORK-STUDY	13950.	2460.	1020.
IND. ARTS	136845.	7365.	7365.	OTHER	77985.	2760.	900.

PROGRESS CITY HIGH SCHOOL

MAY 1, 1971

RESOURCE UTILIZATION BY PROGRAM AREA

PROGRAM AND SCHOOL SUMMARY INFORMATION

PROGRAM AREA	MEETING TIME TOT. P-INS.	SECTIONS MEAN NO.	PUPILS		TEACHERS		ROOMS		TIME	
			NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	(BASED ON SCHOOL TOTALS) PUPILS	TEACHERS ROOMS
LANG. ARTS	4035	200	1924	112.06	18	13.64	22	20.95	8,674	7,532 9,341
FOREIGN LANG.	3150	47	475	27.66	6	4.55	10	9.52	2,373	2,258 2,792
SOC. SCIENCE	2745	211	1473	85.79	17	12.88	21	20.00	7,205	5,580 6,691
MATHEMATICS	2160	76	971	56.55	8	6.06	9	8.57	5,110	3,365 3,864
SCIENCE	2550	65	993	57.83	9	6.82	10	9.52	6,704	3,438 4,133
BUS. EDUC.	3105	47	471	27.43	7	5.30	9	8.57	3,050	2,069 2,601
HOME ECON.	2160	66	601	35.00	6	4.55	11	10.48	2,932	2,316 2,912
ART	1350	12	227	13.22	3	2.27	2	1.90	1,653	1,049 1,319
VOC. AGRIC.	1560	12	83	4.83	2	1.52	2	1.90	0,517	0,583 0,733
IND. ARTS	3570	37	595	34.65	7	5.30	7	6.67	3,690	2,384 2,998
PHYS. ED.	1080	37	1588	92.49	7	5.30	5	4.76	7,707	3,205 2,711
MUSIC INSTRU.	2535	35	355	20.68	3	2.27	3	2.86	1,986	1,073 0,934
MUSIC VOCAL	1110	10	309	18.00	2	1.52	1	0.95	1,636	0,359 0,452
DRIVER EDUC.	495	105	486	28.31	5	3.79	3	2.86	2,064	2,161 0,885
TRADES & IND.	3120	10	71	4.14	3	2.27	1	0.95	1,437	0,607 0,250
COOP OFF. ED.	900	3	23	1.34	1	0.76	1	0.95	0,485	0,350 0,147
D.E. COOP	2040	4	63	3.67	2	1.52	1	0.95	1,603	0,660 0,244
AG. OCCUP.	675	2	7	0.41	2	1.52	1	0.95	0,098	0,219 0,855
WORK-STUDY	2460	8	60	3.49	4	3.03	2	1.90	0,376	0,796 0,415
OTHER	510	28	1715	99.88	29	21.97	3	2.86	2,103	0,894 0,366
SCHOOL SUMMARY 41310		1015	12490	727.43	113	85.61	80	76.19	61,404	40,899 43,779

RESOURCE UTILIZATION BY PROGRAM AREA

PROGRAM AREA LONG. ARTS

CRS NO.	MEETING PATTERN/SEC			SECTIONS		PUPILS		TEACHER		ROOMS		TIME	
	COURSE	PHASE	PPM	TOT. % OF MINS	NO.	MEAN SIZE	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	NUMBER	(BASED ON SCHOOL TOTALS)	ROOMS
3	PHASE 1	3	1	45	18.8	1	25	1.30	1	5.56	1	0.350	0.196
3	PHASE 2	3	3	135	56.3	2	15	1.61	1	5.56	2	1.301	1.176
3	PHASE 3	2	2	60	25.0	2	15	1.61	1	5.56	2	0.578	0.523
3	FU SPEECH			240		5	31	1.61	1	5.56	3	2.229	1.895
11	PHASE 1	2	1	30	11.1	1	15	0.78	1	5.56	1	0.140	0.131
11	PHASE 2	4	4	240	88.9	2	7	0.78	1	5.56	1	1.119	2.063
11	DRAMA W			270		3	15	0.78	1	5.56	2	1.259	2.092
15	DISC DEB	3	5	225	100.0	1	8	0.42	1	5.56	1	0.560	0.980
17	PHASE 1	2	1	30	20.0	1	26	1.35	1	5.56	1	0.242	0.131
17	PHASE 2	4	2	120	80.0	2	26	1.35	1	5.56	2	0.970	1.046
17	ORAL INT			150		3	26	1.35	1	5.56	3	1.212	1.176
21	READ LAB	3	2	90	100.0	19	17	17.05	1	5.56	1	9.176	7.451
24	PHASE 1	2	2	60	30.8	2	137	14.24	1	5.56	2	5.110	0.523
24	PHASE 2	3	3	135	69.2	23	12	14.81	3	16.67	4	11.960	13.529
24	RHETORIC			195		25	385	14.81	3	16.67	6	17.070	14.052
26	PHASE 1	2	1	30	12.5	1	117	6.08	4	22.22	1	4.55	0.131
26	PHASE 2	2	2	60	25.0	10	11	6.08	1	5.56	4	2.1	2.614
26	PHASE 3	2	5	150	62.5	10	11	6.08	3	16.67	4	5.4	6.536
26	ENGLISH 1			240		21	117	6.08	4	22.22	8	8.726	9.542
31	PHASE 1	3	1	45	25.0	16	11	9.36	2	11.11	1	2.512	3.137
31	PHASE 2	3	3	135	75.0	17	10	9.30	4	22.22	7	7.512	9.865
31	COMP			180		33	180	9.36	4	22.22	8	10.029	13.137
35	PHASE 1	2	1	30	18.2	1	91	4.73	1	5.56	1	0.849	0.131
35	PHASE 2	3	3	135	81.8	8	11	4.83	1	5.56	3	3.903	4.705
35	CWRIT			165		9	93	4.83	1	5.56	4	4.751	4.837
38	PHASE 1	2	1	30	14.3	1	88	4.57	2	11.11	1	0.821	0.131
38	PHASE 2	3	3	135	64.3	8	12	4.99	2	11.11	3	4.029	4.705
38	PHASE 3	3	1	45	21.4	8	12	4.99	2	11.11	4	1.343	1.569
38	CONV COMP			210		17	96	4.99	2	11.11	7	6.192	6.405
41	IND READ	4	3	180	100.0	3	8	1.25	1	5.56	1	1.343	2.353
43	PHASE 1	3	1	45	20.0	1	82	4.26	2	11.11	1	0.387	0.196
43	PHASE 2	4	3	180	80.0	7	13	4.99	2	11.11	2	5.371	5.490
43	AM CHAR			225		8	96	4.99	2	11.11	3	6.518	5.686

PROGRESS CITY HIGH SCHOOL

MAY 1, 1971

RESOURCE UTILIZATION BY PROGRAM AREA

PROGRAM AREA LANG. ARTS — Continued

CRS NO.	MEETING PATTERN/SEC			SECTIONS		PUPILS		TEACHER		ROOMS		TIME	
	COURSE-PHASE	PPM	M/W	TOT. % OF MINS COURSE	NO. SIZE	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	PUPILS	TEACHERS
45	PHASE 1	2	1	30 14.3	1 52	52	2.70	1	5.56	1	4.55	0.485	0.129
45	PHASE 2	4	3	180 85.7	4 12	51	2.65	1	5.56	2	9.09	2.854	3.095
45	READ ENGL			210	5	52	2.70	1	5.56	3	13.64	3.338	3.224
47	CON FICT	3	3	135 100.0	13 15	195	10.14	3	16.67	3	13.64	8.183	7.544
51	PHASE 1	2	1	30 14.3	1 24	24	1.25	2	11.11	1	4.55	0.224	0.258
51	PHASE 2	4	3	180 85.7	2 11	23	1.20	2	11.11	2	9.09	1.287	1.547
51	CON POETRY			210	3	24	1.25	2	11.11	3	13.64	1.511	1.699
53	PHASE 1	2	1	30 14.3	1 18	18	0.94	1	5.56	1	4.55	0.168	0.129
53	PHASE 2	4	3	180 85.7	2 8	17	0.88	1	5.56	2	9.19	0.951	1.547
53	WORLD LIT			210	3	18	0.94	1	5.56	3	13.64	1.119	1.676
63	TRAD GRAN	4	3	180 100.0	1 15	15	0.78	1	5.56	1	4.55	0.839	0.774
67	SENIOR LIT	3	3	135 100.0	1 10	10	0.52	1	5.56	1	4.55	0.420	0.580
71	PHASE 1	2	1	30 14.3	1 29	29	1.51	1	5.56	1	4.55	0.270	0.129
71	PHASE 2	4	3	180 85.7	3 10	31	1.61	1	5.56	1	4.55	1.735	2.321
71	JOURNAL			210	4	31	1.61	1	5.56	1	4.55	2.005	2.450
73	PUBLICAT	4	2	120 100.0	1 42	42	2.18	1	5.56	1	4.55	1.567	0.516
74	PHOTO	3	2	90 100.0	1 11	11	0.57	1	5.56	1	4.55	0.308	0.387
824	PHASE 1	2	1	30 18.2	2 113	227	11.80	3	16.67	1	4.55	2.117	0.774
824	PHASE 2	3	3	135 81.8	19 11	227	11.80	2	11.11	4	18.18	9.526	11.025
824	PARTICIP			165	21	227	11.80	3	16.67	5	22.73	11.643	11.799
***	PROGRAM SUMMARY			4035	2	1924	100.00	18	100.00	22	100.00	100.000	100.000

394

includes specific courses that have been previously identified as being a part of the general program area. The available minutes for teachers and rooms in each program area is based upon a proportion of the scheduled minutes in each program area for the teachers and for the rooms.

Resource Utilization by Program Area

Each program area, as listed in the left most column of the output, is summarized showing — by column headings — the total minutes of meeting time and the mean number of sections in the program. Also listed are the numbers of pupils, teachers, and rooms involved in each program area and their percent of the respective column totals.

In the case of pupils, the numbers listed may exceed the total school enrollment due to some individuals being involved in more than one course within that particular program area. The corresponding percent of the total would exceed 100, in such an instance.

The percent of total time scheduled within each program area for pupils, teachers, and rooms is calculated, based upon school totals for each category. The sum of the percents in each program area for each category provides the school summary data. These data are identical to the scheduled density for each of the categories of pupils, teachers, and rooms.

Resource allocation is further segmented into a finer analysis within each of the program areas. Each course within the program area is listed in the left most column by each individual phase of the course as well as by the totals for each course. The meeting pattern columns of periods per meeting (PPM) and meetings per week (MPW) are listed for each phase as well as the total minutes for each student in each phase and the total course. The percent of each course's time in each phase is listed with that phase, as well as the number of sections in each phase of the course, and the mean section enrollment.

Another column, the pupil category, indicates the total number of pupils assigned in each phase of the course and its corresponding percent of the total for the program area. A similar treatment is made for the categories of teachers and rooms, listing the numbers of teachers and the numbers of rooms for each phase and their respective percents of the total for the program area.

In the final columns, the percent of time scheduled (based on program area totals) is calculated and listed for each phase of each course and for the total course for each of the three categories of pupils, teachers, and rooms.

If the described data are provided to the administrator and can more readily inform him of the manner in which the various resources are being utilized, he and his assistants have the opportunity to provide modern management decisions that will attempt to facilitate the goal of a learner-responsive school system. The initial step will then have been initiated. It will serve to either justify or reject many decisions made earlier and to provide invaluable assistance in the making of future decisions. A management information system for education will have begun to emerge.

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PLANNING FACILITIES FOR STUDENT USE DURING UNSCHEDULED TIME

Management Information System

A plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

VIII

PLANNING FACILITIES FOR STUDENT USE DURING UNSCHEDULED TIME

MANAGEMENT INFORMATION SYSTEM

Co-Investigators: Dr. Walter J. Foley
Dr. Gordon G. Harr

The JEIC Management Information System represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

This project is supported by the U.S. Office of Education, Bureau of Research, under Title IV of The Elementary and Secondary Education Act. The research is planned and carried out under Contract Number OEC-0-9-099011-4395(010).

IOWA EDUCATIONAL INFORMATION CENTER
The University of Iowa
Iowa City, Iowa
September 1971

MANAGEMENT INFORMATION SYSTEM

Planning Facilities for Student Use During Unscheduled Time

Prepared by

Dr. Richard E. Munsterman

in cooperation with

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PLANNING FACILITIES FOR STUDENT USE DURING UNSCHEDULED TIME

Introduction

In the last fifteen years American secondary education has been characterized by increased emphasis on individualized instruction. As the secondary schools have restructured their programs to meet the individual student's needs, they have greatly increased the planning and administrative problems associated with organizing the day-to-day operations of the school.

One method of changing the school program has been the use of the modular flexible schedule. It is characterized by providing for unequal time increments for various courses and at the same time providing for large group lectures, small group discussions, and independent study time for each course. This ability by educators to vary the time and organization of classes has greatly increased the school's ability to serve the individual student's learning differences in each subject area as opposed to the conventional schedule of six, seven, or eight equal periods per day, every day, which does not enhance the school's ability to serve these differences.

When school administrators tried to implement the ideas of Trump as he proposed in his books, *Images of the Future* and *Guide to Better Schools: Focus on Change*, into their everyday school schedules, they faced an almost impossible manual scheduling task. Through the work of Bush, Allen, and Oakford (instrumental in developing the Stanford School Scheduling System (SSSS), and the Generalized Academic Simulation Program (GASP) which was developed at the Massachusetts Institute of Technology) and with further developmental work done by Educational Facilities Laboratories, and the manual scheduling methods for modular flexible scheduling, it has been made possible for educators to design a secondary program that consists of various time patterns for different courses. Here, each course is composed of large group lectures, small group discussions, and unscheduled independent study time activities. These computer programs combine the individual secondary school's program of studies with the other school resources—time, teachers, rooms, and students—into an effective program. The output from these scheduling programs is a master schedule with room assignments, individual student schedules, teacher schedules and class lists.

Through the use of computer technology combined with increased use of other educational technology, educators have made it possible for secondary schools to serve the individual student's need of varying rate, depth, and breadth of instructional opportunity. At the same time, these new scheduling methods have made it possible for administrators to make more effective use of their teaching staff through the use of "teaching teams" with the addition of paraprofessionals.

The use of SSSS and GASP have solved the problem of scheduling students into various time patterns and types of instruction. Yet, other problems have been created for educational planners. One main difficulty is that of designing the facilities so that they will fit the school-designed modular flexible scheduling program. Also included in this problem is how to design and provide the proper facilities for the independent study phase (unscheduled time) of the program. School facility planners have not had adequate planning models or data to perform this function.

One tool that educational technology has provided to school planners to overcome this problem of facility planning is the use of computer simulation modeling techniques. It is the purpose of this study to develop a simulation model for use by decision-makers in educational facility planning to determine the proper amount of space allocation for resource facilities needed for unscheduled independent study time activities in a modular flexible scheduled secondary school.

Need for the Study

A review of the literature on modular flexible scheduling reveals that the unscheduled time phase of the program causes the most problems in the operation of this form of scheduling. The chief cause of this problem is the lack of the proper facilities in the proper proportions for unscheduled time activities.

It is the purpose of this study to develop a computer simulation model to help educational facility planners make decisions in the following situations:

1. What effect will a schedule change in the present flexible schedule have on the unscheduled student utilization of resource facilities?
2. If our school plans on implementing a modular flexible schedule, what student capacity should we make our resource areas for the unscheduled phase of the program?
3. With our present resource facilities what would be the most effective scheduling method to have maximum utilization of these facilities?

It should be noted that the unscheduled resource facilities will need more area of the school plant than any other program area offered.

Development of a Simulation Model

The main steps taken in developing a simulation model are the collection and processing of real world data, the formulation of the model, the formulation of the computer program, the validation of the model, and the design of simulation experiments.

The input data for this simulation model was collected from:

1. Discussions with the pilot high school administrators and from printed materials supplied by this school;
2. The SSSS scheduling program for the second semester of the 1970-71 school year at the pilot high school (see IEIC-MIS Student Use of Unscheduled Time-V);
3. A study performed by Smiley to determine what students did with their unstructured time at this high school; and
4. Information supplied from the IEIC Management Information System being developed with this high school.

Information that was obtained from the SSSS scheduling program for use in the simulation model was:

1. The number of students unscheduled by grade level by module by day.
2. The probability distributions of length of unscheduled time by module by day by grade.

From Smiley's study the following information for the simulation model was obtained:

1. Probability distributions for student selection of resource facilities by grade by day.
2. Probability distributions for student selection of resource facilities by grade for cycle.
3. Probability distributions for length of use of facility by grade by day.
4. Probability distributions for length of use of facility by grade for cycle.

In developing a simulation model it is necessary to make some assumptions about the real world. For this model the following assumptions were made:

1. During unscheduled time, all students must be using some school facility as listed in Appendix A.
2. Once a student selected a facility, he used that facility for the whole module (15 minutes).
3. The student facility selection data was typical for the whole school year.

The desired output from the simulation model was the number of students by grade level using each resource area for each module of the cycle.

To facilitate the computer program development, IBM's General Purpose Simulation System/360 (GPSS) was used. The use of this system reduced the programming time and made available the system's special features such as random number generators, logic capabilities, and printouts of storage utilization.

The validation test that was made for this model was to compare the simulated output developed from historical data with the present student usage. This comparison was made using data collected on actual student head counts in the following resource areas at the pilot high school:

1. Library
2. Mathematics Resource Center
3. Social Studies Resource Center
4. Cafeteria
5. Foreign Language Resource Center
6. Language Arts Resource Center

For this study two hypothetical experiments using this simulation model were performed. The first experiment was to determine for a hypothetical situation the student capacity of selected resource areas for use by students during their unstructured time for an increased enrollment at the pilot high school of 300 students coming from junior high schools using a modular flexible scheduling program. The second experiment was to determine the student capacity of selected resource areas for a high school with a student population of 1000 students planning to start a modular flexible schedule.

Operation of the GPSS Computer Simulation Model

The GPSS computer simulation model, which follows the flow chart as shown in Figure 1, operates as follows:

A student (transaction) is generated at Block 1 with certain properties according to the user's input parameters. As the student moves through Blocks 2 and 3, the student is assigned the amount of time unscheduled and the resource facility selected. In this model these situations are generated using the random number generators and the user's supplied probability distributions for these assignments.

Next, the student enters the selected storage (Block 4) at which time the GPSS model assigns a length of time to the student for use of this storage using the random number generator and the user supplied probability distribution for this assignment (Block 5).

At Block 6 a test is made of each transaction in the storage location to see if the simulated clock time is greater than or equal to the time assigned to each transaction for use in a particular storage. This test is made at the end of each simulated period in the cycle. If the simulated clock time is greater than or equal to the time for the transaction to leave the storage, the transaction leaves the storage (Block 7) and the GPSS program automatically updates the statistics for that storage location. If the clock time is less than the transaction time for leaving the storage, the transaction remains in that location until this check was made at the end of the next period.

BLOCK NUMBER

(1)

Student Enters
System

(2)

Model Determines How
Long Student is Unscheduled

(3)

Model Determines Student
Resource Facility Selection

(4)

Student Enters
Resource Facility Selected

(5)

Model Determines How Long
Student Will Use Facility

(6)

Check to See if Clock
Time \geq Time in System

LESS

GREATER

(7)

Student Leaves
Resource Facility

(8)

Model Checks to See if
Clock Time \geq Students
Unscheduled Time

LESS

GREATER

(9)

Student Leaves
the System

FIGURE 1

FLOW CHART OF SIMULATION MODEL TO SHOW FUNCTIONAL
RELATIONSHIP OF VARIABLES USED IN MODEL

Before the transaction leaves the system at Block 9, the GPSS computer model checks to see if the unscheduled time is less than the simulated clock time. If the unscheduled time is greater than the clock time (Block 8), the student is recycled back to Block 3 and repeats the cycle. If not, the student then leaves the system to attend lunch or a scheduled class.

This procedure was carried out for each period for each day of the cycle for each grade level. Also, at the end of every period the model determines the number of students in that resource area.

Results

The first simulation experiment that was run using the developed GPSS simulation model was to show how this model could be useful to school planners for a school that is using modular flexible scheduling. The specific problem was to simulate a school situation in which 300 new students could be expected in a couple of years. Also, this problem presented the situation in which the students would be coming from junior high schools that are using independent study programs. The question answered in this experiment was what effect would these students have on the resource facilities in this school.

The analysis of the simulation data shows that for the present capacity of the following resource areas the student capacity would be exceeded as follows:

- Library—49% of the time;
- Mathematics Resource Center—19% of the time;
- Social Studies Resource Center—16% of the time;
- Language Arts Resource Center—1% of the time; and
- Foreign Language Resource Center— 0.5% of the time.

This shows that the main area of concern for planning the facilities is focused on the Library and the Mathematics and Social Studies Resource Centers.

Table 1 shows the results of increasing the capacity of the three above-mentioned resource areas. If the capacity of the Library was increased to 260 students, its capacity would be exceeded 12 percent of the time as is the present situation at the pilot high school. Increasing the capacity of the Mathematics Resource Center by 20 students to a new capacity of 88 will result in the capacity being exceeded 4% of the time according to the simulated data. Increasing the Social Studies Resource Center by 10 students to a new capacity of 59 results in the capacity being exceeded for 5% of the time.

It should be noted that these values are not adjusted for students absent, in Directed Study Hall, or in the Work Release Program.

Based on the simulation data the administrators can increase the capacity of the above-listed resource areas as indicated, or they can investigate the possibilities of making some schedule changes to spread the number of students per module more uniformly throughout the week. It could be possible that the Library might be the only resource area that may need its capacity increased.

This data shows the usefulness of simulation modeling as presented in this study in combination with the simulation capabilities of computer scheduling for predicting resource facility capacity needs.

The second simulation experiment tested using this model was to show how these simulation results could be used in planning the size of the Library, Mathematics, Social Studies, Foreign Language, and Language Arts Resource Centers for a school intending to start a modular flexible scheduling program. This school will have a student population of 1000 students with a program similar to that of the pilot school.

TABLE 1

PERCENTAGE OF TIME THE STATED STUDENT CAPACITY
OF THE LIBRARY AND MATHEMATICS AND SOCIAL
STUDIES RESOURCE CENTERS IS EXCEEDED

<i>Resource Area</i>	<i>Capacity</i>	<i>Percentage of time capacity exceeded</i>
Library	180*	49
	200	34
	220	25
	240	15
	260	12
	280	1.5
Mathematics	68*	19
	78	11
	83	7
	88	4
Social Studies	49*	16
	59	5
	64	1

* Present Student Capacity

In the development of this problem it was necessary to adjust the probability distributions for student selection of resource areas, because this school is planning to combine its Foreign Language and Language Arts Resource Centers. Also, the school will not have an Open Lab Gym, a Distributive Education Room, a Reading Laboratory, or a Commons Area.

Table 2 shows the percentage of the time the student capacity was in excess of a given capacity for the Library, Mathematics, Social Studies, and Language Arts Resource Centers. The school administrator of this hypothetical school would then have to make a decision as to what percentage of the time would be acceptable for the student capacity of these areas to be exceeded. For example, Table 2 shows that if this percentage was set at 10 percent, the capacity of the resource areas would be set at 135 students for the Library, 40 for the Mathematics Resource Center, 25 for the Social Studies Resource Center, and 40 for the Language Arts Resource Center.

TABLE 2
PERCENTAGE OF TIME THE STATED STUDENT CAPACITY
OF THE LIBRARY, MATHEMATICS SOCIAL STUDIES AND
LANGUAGE ARTS RESOURCE CENTERS IS EXCEEDED

<i>Resource Area</i>	<i>Capacity</i>	<i>Percentage of time capacity exceeded</i>
Library	100	44
	110	29
	120	19
	130	12
	140	4
Mathematics	35	19
	40	11
	45	6
	50	2
Social Studies	20	31
	25	11
	30	2
Language Arts and Foreign Language	30	23
	35	14
	40	8
	45	6
	50	1

Conclusion

The real value of this simulation becomes apparent when the data from it is combined with the simulation model proposed by Van Dusseldorp (54) for determining the number of large group, middle size group, and small group rooms that are needed for the planned program. Further data is available for use by the school administrator for facility size determination if he makes use of the Room Utilization Programs developed by the IEIC for use in its Management Information System. The two simulation methods combined with the Room Utilization Program form a complete set of tools that are available to educational planners and decision-makers for designing facilities for modular flexible scheduling programs.

APPENDIX A

Resource Areas Available to Students During Unscheduled Time at the Pilot High School

Resource Areas at the Pilot High School

The following list of resource areas at the pilot high school is from Smiley's doctoral thesis, "Student Use of Unscheduled Time in a High School Employing a Flexible-Modular Schedule," pages 63 to 71. (56) This information is used with the author's permission.

1. *Administrative Offices:* located near the main entrance and on the main thoroughfare to the nerve center of the school. The administrative offices consisted of the principal's and associate principal's offices, a large conference room, and the central office.
2. *Counseling Center:* located near the administrative offices and consisting of six private counseling offices, a reception-information area, and a combination records and conference room.
3. *Nurse's Office:* adjacent to the central office. It consisted of an office for the nurse, an examination room, and an area for reclining.
4. *Teachers' Offices:* scattered throughout the building, these included teachers' desks with small space for individual student conferences. Many offices were shared by teachers from within the same department.
5. *Library:* located near the main entrance and near the center of the building, it provided seating for 180 students. Ninety-five study carrels were provided for students wanting to study independently.
6. *Large-Group Area:* located on the second floor and available for student study when not in use as a large-group classroom. Students could engage in quiet independent study or in small-group independent study.
7. *Foreign Languages Resource Center:* located in Room 150 and available for student use every module of the cycle. The resource center provided materials and equipment appropriate for individual study and enrichment. A Foreign Language Laboratory was included in this center.
8. *Language Arts Resource Center:* housed in Room 140 and serving as the departmental center of resources and materials for the language arts. Teachers or para-professional staff were available at all times to assist students.
9. *Mathematics Resource Center:* located in Room 220, it provided space for independent study and research for the Mathematics Department at all times during the cycle. Teachers and para-professionals were assigned to provide aid to students during all modules.
10. *Social Studies Resource Center:* occupied Room 211 as the departmental center for all of the social studies. It was open for individual study for all modules of the cycle and was manned by teachers and para-professionals throughout the cycle.
11. *Reading Lab:* provided individual study space for students every module of the cycle. Materials and equipment were available to students in a supervised atmosphere.

12. **Science Labs:** included laboratories for the areas of biology, physics, and chemistry. The biology area consisted of two suites of two laboratories each, connected by a preparation room and adjoined by a greenhouse. Resource area and individual research and experimentation space was readily available.
- The physics laboratory comprised two highly flexible classrooms equipped with math-top desks, and movable lab tables with easy access to air pressure, gas and water. A resource center, preparation room, and a darkroom were adjacent and available for individual experimentation.
- The chemistry facilities included two laboratory classrooms connected by an office-preparation area. Adjacent to the office-workroom area was a large chemical and laboratory-apparatus storage room.
13. **Distributive Education Room:** located in Room 114 and consisting of displays and visual merchandising techniques, the room was sectioned into learning areas for various phases of merchandising and available at any time the students were not in a scheduled class.
14. **Speech Room:** Room 156 was divided with a folding wall permitting dual use. A resource center for students in speech was provided, along with three small conference rooms with visual control to be used for committees, debate, and rehearsal.
15. **Band Room:** available for rehearsal and practice of individuals or instrumental groups. Individual practice rooms were small enough to be efficient for individual practice.
16. **Strings Room:** allowed space for rehearsal of individuals or small-group ensembles in an acoustically treated atmosphere. A resource library was also provided.
17. **Vocal Music Room:** located in Room 111, with permanent risers making rehearsal more efficient. Practice rooms allowed students to work individually or in small groups. The area was carpeted and acoustically treated for more efficient use.
18. **Art Area:** comprised of Rooms 139A for crafts, and 139B for art, the rooms were divided into individual work areas for drawing, ceramics, jewelry, and sculpturing. A student study center for individual research was located in each room.
19. **Business Education Area:** located in Rooms 135-138A. A cooperative office was equipped with an offset press and used for printing most of the necessary school forms. A dictation lab was available, and a bookkeeping lab had an adding machine on every student table. Any time that rooms were not being used by a scheduled class, they were available for individual student use.
20. **Home Economics Area:** involved a clothing laboratory equipped with fitting and construction facilities, interior design studies, food laboratory designed for food preparation, and a family living center.
21. **Agriculture Room:** served as a part of the industrial arts area and provided a work area as well as resource area for agriculture.
22. **Auto Mechanics Room:** open for students to perform assignments and individual work at any time including when a class was in session in another part of the room.
23. **Electronics Room:** an open lab room with adequate materials and equipment for individual work.
24. **Mechanical Drawing Room:** served as both a classroom for instruction and individual work projects.
25. **Metals Room:** provided opportunity for independent work projects with adequate machinery and tools.
26. **Woods Room:** located within the industrial arts area, supplied with adequate machinery and equipment for large and small jobs alike.
- All power tools and equipment for the industrial arts area were grouped together for safety and efficient operations.
27. **Driv-o-trainer:** located in the east wing of the building, twelve units were available for students to use any time from fourteen hours of simulator driving during the semester.

28. *Open Lab Gymnasium:* included stations for nearly all sports and activities. Through the use of curtains, the gymnasium could be divided into four areas. The balcony provided floor space for tumbling, basketball, volleyball, and gymnastics; adjacent to this were a wrestling facility and a physical education classroom. An underground area had been developed that contained a 110-yard running track with sufficient infield area for hurdling and jumping. A batting cage was used for baseball and golf practice and five archery stations were available.
29. *Open Room:* Any classroom not being used was available to students wanting to study individually or in small groups.
30. *Cafeteria:* allowed for the serving of breakfast and snacks until 10:45 a.m. each day. Lunch was served from 11:30 a.m. until 1:00 p.m. Music could be piped into the area which was used for study and relaxation throughout the day. It could also be used as an assembly area for a large group of students.
31. *Commons Area:* located near the main entrance, it served as a large gathering area and passing area throughout the day.
32. *Hallway:* any area used primarily for passing from one location to another.
33. *Rest Room:* located in several places throughout the building.
34. *Other:* any area used by the student not categorized by any other listed resource.

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PLANNING AN EDUCATIONAL BUDGET BY PROGRAM THROUGH FINANCIAL RESOURCE ALLOCATION

Management Information System

A plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

IX

24

PLANNING AN EDUCATIONAL BUDGET BY PROGRAM THROUGH FINANCIAL RESOURCE ALLOCATION

MANAGEMENT INFORMATION SYSTEM

**Co-Investigators: Dr. Walter J. Foley
Dr. Gordon G. Harr**

The IEIC Management Information System represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system.

This project is supported by the U.S. Office of Education, Bureau of Research, under Title IV of The Elementary and Secondary Education Act. The research is planned and carried out under Contract Number OEC-0-9-099011-4395(010).

IOWA EDUCATIONAL INFORMATION CENTER

The University of Iowa

Iowa City, Iowa

November, 1971

MANAGEMENT INFORMATION SYSTEM

Planning An Educational Budget By Program Through Financial Resource Allocation

Prepared by

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PLANNING AN EDUCATIONAL BUDGET BY PROGRAM THROUGH FINANCIAL RESOURCE ALLOCATION

Introduction

The pressing demand for adequate, accurate, and timely educational information is one of the most crucial needs in the administrative management and development of America's educational program. An educational information system that can provide pertinent information, when needed, to enable the administrator to cope with the problems confronting contemporary education is an almost indispensable management tool in the educational process today. Such a system, referred to as a Management Information System (MIS), is now in the developmental stage at the Iowa Educational Information Center. According to Foley (1969), MIS

...represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system. The Management Information System component is being developed to meet the need for the coordination of the resources of staff, facilities, and time with the long range planning and financial management efforts of the future. (Foreword)

Educational Administration is emphasizing more and more the ability of the manager to make wise decisions based on appropriate information. A necessary prerequisite for any systematic study of the information needs in decision-making is the establishment of an educational data bank. Foley (1969) describes the four interrelated activities necessary for the development of this data bank as follows:

1. *Information Collection* — the development of specifications for information sources and, when appropriate, sampling techniques; the development of specifications for instrument construction and the scheduling of information collection; the development of common definitions for data elements in the bank.
2. *Information Organization* — the development of methods for cross classification of information; the development of coding systems for information storage; the development of systematic reliability and validity checks for information.
3. *Information Analysis* — the development of analytical tools for information manipulation; the development of base line or referent information; the development of schedules for periodic evaluation of procedures.
4. *Information Reporting* — the development of criteria for specifying information reporting audiences; the development of formats, schedules and reporting session procedures; the development of strategies for providing information to users. (p. 3)

Data bank activities are being structured to classify data under the following five tracts or files:
(1) PUPILS, (2) FACILITIES, (3) STAFF, (4) COMMUNITY, (5) FINANCE.

The **PUPIL DATA FILE** includes elements with common definitions related to demographic characteristics. It contains measures of the present level of intellectual functioning and measures of achievement, performance, aspiration and expectation.

The **FACILITY DATA FILE** includes the site characteristics, the buildings (construction, age, and condition), the educational and non-educational space, the equipment specifications, and program materials.

The **STAFF DATA FILE** includes demographic characteristics, training and experience, ratings and effectiveness measures, and salary.

The **COMMUNITY DATA FILE** includes the size and composition as well as area served, principal industries, principal housing types and conditions, income level, ethnic characteristics, expectation levels, and resource people and industries.

The **FINANCE DATA FILE** includes all cost elements relative to the educational program. It is a fiscal reporting system which reflects the cost of operating the educational program.

When fully developed the above data banks serve as the nucleus of a Planning—Programming—Budgeting—Analysis—Evaluation System (PPBAES), which is a component of a comprehensive MIS.

Following is a description of the finance tract of the MIS developed by the Iowa Educational Information Center (IEIC) in conjunction with the pilot school.

Goals

The finance file is designed with the dual goal of being an integral part of the Management Information System as well as a vehicle to introduce the technique of program-oriented accounting into an area traditionally fund-object oriented. The finance file therefore provides an accounting system for its internal financial processing based on defined program structures. It also facilitates the transition from traditional budgeting practices to those which are program oriented, eventually leading to the development of a Planning—Programming—Budgeting—Analysis—Evaluation System (PPBAES). This system's main goal is to rationalize decision-making by providing data on the costs and benefits of alternative ways of attaining proposed objectives and by providing output measurements to determine the effective attainment of chosen objectives over a period of time.

Chambers (1968) defines a PPBAES as "the assembling and implementation of procedures whereby the objectives of a cluster of activities and the alternatives for achieving those objectives over a multi-year period are determined, analyzed, evaluated, costed, and selected." (p. 6) The elements of a PPBAES are defined by Chambers (1968) as follows:

Planning is the determination of what could be done over a multi-year period to achieve the objectives of a program.

Program is a cluster of activities designed to achieve specific objectives over a multi-year period as a result of those activities.

Budgeting is the estimation of costs over a multi-year period to achieve program objectives

Analysis is an analytic examination of a program and its activities, procedures, processes, methods, routines and techniques.

Evaluation is an appraisal of program objectives and program of accomplishments.

System is an assembly of procedures, processes, methods, routines or techniques united by some form of regulated interaction to form an organizational whole. (p. 6)

According to Chambers (1968), the implementation of a PPBAES requires the following management capabilities:

- (1) To budget over a multi-year period.
- (2) To account and report expenditures by programs expressed in the budget. In most cases a cost accounting system requires computer hardware.
- (3) To coordinate and plan both on a horizontal and vertical basis the programs of a school system.
- (4) To provide relevant information for use in decision-making; that is, to provide integrated information about pupil personnel, curriculum, facilities, *et cetera*.
- (5) To evaluate the programs. Such evaluation must have validity and reliability, which in most cases will require objective evaluation techniques.
- (6) To analyze current inputs and outputs and to modify those inputs and outputs as deemed necessary. (p. 14)

The underlying assumption of the Management Information System is that by establishing and interrelating the five files of data, these management capability requirements will be met, thus making it possible to establish a PPBAES.

Present Status

Phases in the Implementation of a PPBAES and its Relation to a Management Information System.

Five phases have been identified which will lead to the implementation of a PPBAES and define its relation to a Management Information System.

In the first phase, expenditures are defined in terms of Fiscal Year, Fund, Organizational Unit, Program, Program Area, Course or Activity, and object of expenditure. The objectives associated with this first phase are: (1) the implementation of budget planning procedures which specify expenditures on a multi-dimensional basis, and (2) the utilization of accounting procedures which will monitor expenditures along these same multi-dimensional lines.

In the second phase, goals and objectives are stated in terms of programs and courses or activities. There are three objectives for this second phase: (1) to state the instructional goals and objectives of the educational program in measurable terms, (2) to state non-instructional goals and objectives for the other programs—Support of Instruction, Administration, and Maintenance and Operation, and (3) to develop and implement procedures to measure achievement of these goals and objectives.

In phase three, expenditures of phase one and objectives of phase two are related to each other. The object here is to view program and course objectives in terms of cost.

In phase four, programs are projected in terms of cost over a multi-year period. Each program projects its costs for maintaining the program at its present level and for expansions of the program that are desired or necessary over a 3-5 year period in the future.

The final phase is the evaluation of how well program objectives are attained and the exploration of other possible alternatives. The objective here is to consider and simulate various alternative means of achieving goals in terms of cost and likelihood of success.

Program Structure

In the finance tract, there are four programs, each with its subsets of program areas each having associated courses or activities: (1) Instruction, (2) Support of Instruction, (3) Administration, (4) Maintenance and Operation.

Program 1, Instruction, may be subdivided into such program areas as:

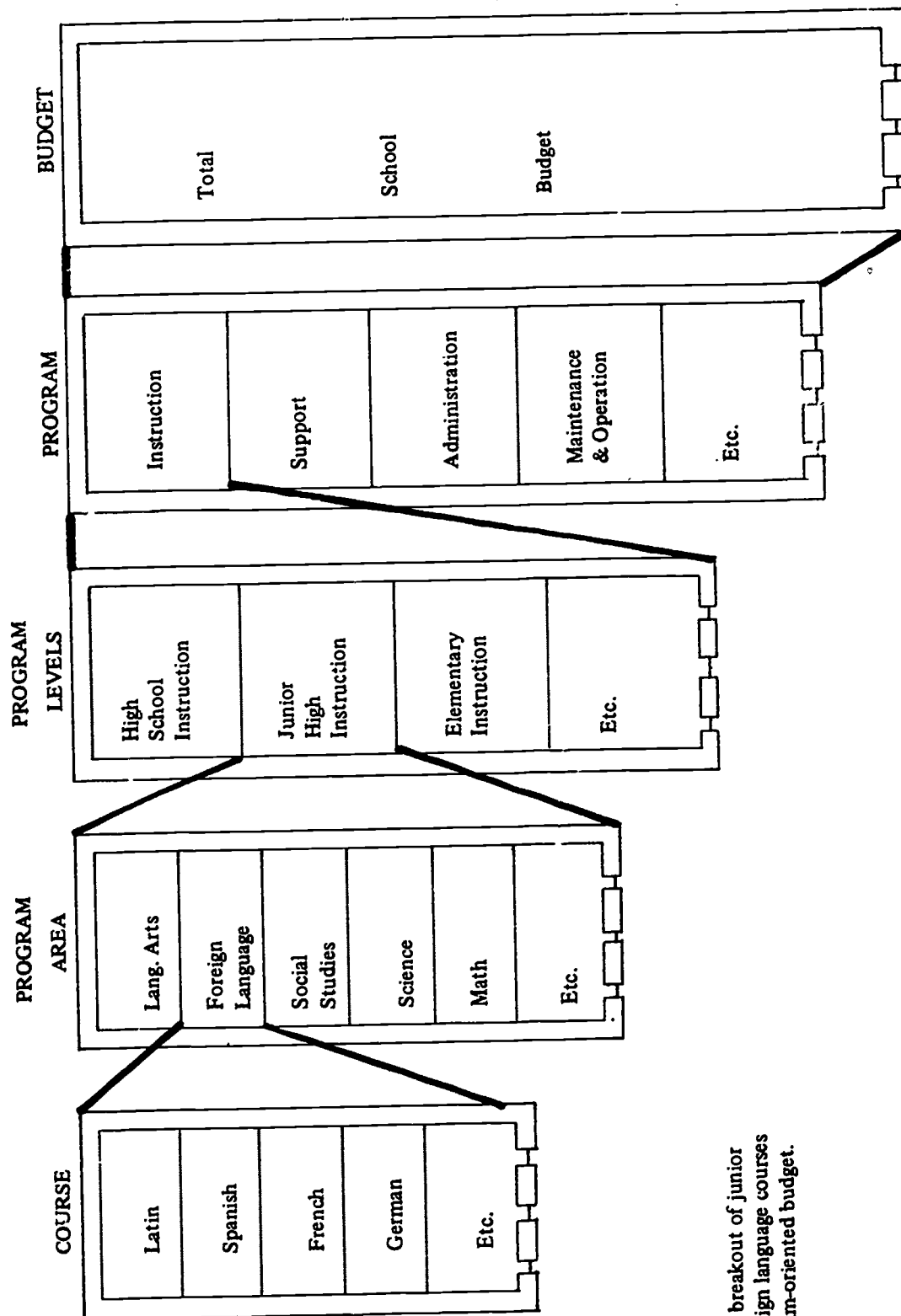
1. Language Arts
2. Foreign Language
3. Social Studies
4. Mathematics
5. Science
6. Business Education
7. Home Economics
8. Vocational Agriculture
9. Trades and Industry
10. Industrial Arts
11. Art
12. Vocal Music
13. Instrumental Music
14. Physical Education
15. Driver Education
16. Workstudy

Each of these program areas is further subdivided into the instructional courses which comprise it. For example, the foreign language program area is made up of French, German, Spanish, and other foreign language instruction courses. (See Figure 1 for the relationship of the program structure elements to each other as illustrated by the breakout of junior high school foreign language courses. Included in Figure 1 is the program level category which identifies the level of instruction as high school, junior high, or elementary.)

Program 2, Support of Instruction, may be made up of the following program areas:

1. Pupil Personnel Services
2. Library IMC
3. Health Services
4. Athletics
5. Co-Curricular
6. Pupil Transportation
7. Food Service

PROGRAM ORIENTED BUDGET



Example breakout of junior high foreign language courses in program-oriented budget.

FIGURE 1

Activities appropriate to each of these program areas have been defined.

Program 3, Administration, is subdivided into program areas which are administrative in nature. They may include the following central office positions and staff functions:

1. Board of Education
2. Superintendent
3. Assistant Superintendents
4. Central Office
5. Principals
6. Associate Principals
7. School Office

Program 4, Maintenance and Operation, may include the following program areas:

1. Facilities Acquisition
2. Facilities Construction
3. Facilities Maintenance
4. Facilities Operation
5. Utilities

Chart of Accounts

A new chart of accounts is being utilized in the Finance Tract as a basis for retrieval of fiscal data required to answer analytic questions. The chart has been designed to collect data at a low level of specificity. This maximizes the ability to segregate specified items and to aggregate related items in the process of determining program costs. The chart of accounts also provides for better fiscal control and improved accounting procedures through its design and structure. An 18-digit code number is used to identify each expenditure in the following dimensions:

Fiscal Year	Fund	Organizational Unit	Program	Program Area	Course or Activity	Expenditure
XX	XX	XXX	XX	XX	XXX	XXXX

The following definitions for these dimensions are offered:

Fiscal Year: A fiscal year is the twelve month period of time to which the annual budget applies. A fiscal year is coded by a two digit number representing the last digits of the calendar year in which the school year ends.

FISCAL YEAR:		
FY 70	School Year	1969-70
FY 71	School Year	1970-71
FY 72	School Year	1971-72
FY 73	School Year	1972-73
FY 74	School Year	1973-74
FY 75	School Year	1974-75

Fund: This two digit number relates the expenditure to the source of revenue:

FUND			
10	General Fund	12	Special Courses Fund
11	Schoolhouse Fund	13	Student Activity Fund

Organizational Unit: The first digit of the three digit code number indicates the educational level—elementary, junior high, senior high or total system; the last two digits identify the building or cost center.

ORGANIZATIONAL UNIT			
System Wide	500	Central Office (all levels)	
Elementary Schools	400-499		
	409	School A	
	418	School B	
	427	School C	
Junior High Schools	200-299		
	209	Junior High School K	
	218	Junior High School L	
	227	Junior High School M	
High Schools	100-199		
	109	Senior High School X	
	111	Senior High School Y	

Program: This two digit number identifies the major divisions within the cost center. Four programs have been identified:

PROGRAMS

1. Instruction
2. Support of Instruction
3. Administration
4. Maintenance and Operation

Program Area: This two digit code number identifies a major area of responsibility within a program. For example, in the instructional program, language arts is a program area; in the support of instruction program, pupil personnel services is a program area.

Course or Activity: This three digit number specifies the lowest level to which costs are assigned. In the instructional areas, these are courses which students take. In other programs, these are activities which take place.

Expenditure: The first digit of this four digit number identifies the type of expenditure. Nine types of expenditures have been identified: Certified salaries, non-certified salaries, employee benefits, supplies and equipment, materials, repair and replacement of equipment, capital outlay, contracted services, and other costs. The last three digits are available for further specification of the type of expenditure; e.g., equipment is broken down as new, replacement, and repair.

Expenditures have been defined as follows:

Certified Salaries: Salaries paid to staff members in positions which require certification by the State Department of Public Instruction.

Non-Certified Salaries: All salaries and wages paid which are not classified as certified salaries.

Employee Benefits: Those expenses for employee retirement and fringe benefits.

Supplies and Equipment: Supplies are items which are consumable and are normally used within a year of purchase. Examples include: paper, pencils, workbooks, chemicals, soap, groceries. Equipment in this category includes only items which cost less than ten dollars.

Materials: Items which are purchased or rented in a form which is directly usable but not consumable. Items classified as materials are used over a period of several years. Examples include: books, films, tape recordings, *et cetera*.

Repair and Replacement of Equipment: Expenditures for the repair and replacement of capital outlay equipment.

Capital Outlay: Expenditures made for equipment costing more than ten dollars and expenditures for new construction or remodeling of facilities.

Contracted Services: Those services which are jobbed out to agencies or individuals outside of the school system.

Other Costs: Those costs which cannot be attributed to the other defined expenditure categories:

Input Data

Input data for the finance tract evolves mainly as a backward extension of the desired output information to its lowest basic elements. Only in this way is it possible to aggregate costs along the previously defined dimensions of Fund, Organizational Unit, *et cetera*.

Accurate input data requires that costs be calculable and attributable to certain programs, courses, and activities. But since not all expenditures can be readily allocated to one specific course or activity only, it becomes necessary to calculate them on a pro-rata basis. This makes it possible, for example, to show how departmental lump sum appropriations are distributed as expenditures across the courses or activities in that department. Therefore, it is necessary to determine both direct and pro-rated direct costs to insure the accuracy of input data for the finance tract.

The percentage of proration is determined by department heads and principals, working cooperatively with budget personnel and classroom teachers. Proration methods are generally based on one or more of the following elements: (1) time; (2) average-daily-membership or average-daily-attendance; (3) time-floor-area; (4) hour-consumption; (5) number of pupils; (6) mileage; or (7) quantity consumed. The following is an example of this type of proration based on secondary counselors' **time utilization** in the program area of Pupil Personnel Services:

Activity 101	Counseling	22%
Activity 102	Guidance	10%
Activity 103	Scheduling	19%
Activity 104	Clerical	20%
Activity 105	Testing	4%
Activity 106	Other	25%
TOTAL		100%

Costs which can be attributed directly to specific courses or activities are done so and thereby facilitate the aggregation of expenditures along the desired dimensions.

Special budget forms have been developed to collect the required input cost data for the finance tract. In addition, these forms are utilized for the normal budgetary process each year.

All other input data which is necessary to produce the desired output information and which is not contained in the cost data file is extracted from the other four appropriate data files of Community, Pupils, Resources, and Staff.

Process

Data processing is an important component of a Management Information System, particularly when it is related to a data base through which information is received, secured, accounted for, converted, and retrieved. Computer programs are written to facilitate the manipulation of data along certain prescribed lines to provide meaningful information for the decision-making process.

The main thrust of the finance tract is to provide cost data along program and course or activity lines. This calls for cost data gathering at a low level of specificity to allow aggregation along several dimensions. Since the annual process requires cost data determination in its most elementary form, it is also the logical point to collect cost data pertinent to the finance tract. Hence, the budgetary process is the keystone of the cost-aggregation system and is the first computer program being developed for the finance tract. This computer program is made up of two phases, the initial phase being concerned with the collection and treatment of *original* budget data and phase two, Update, being concerned with subsequent modifications of the original budget data. This process is flowcharted on page 11 and includes the following steps:

1. Key punching of budget data from budget data collection forms.
2. Creation of a budget data file.
3. Sorting of budget data file to sequence records according to program account numbers creating budget file.
4. Editing and calculations of budget file data produces:
 - (a) Updated budget item file and
 - (b) Budget item list.

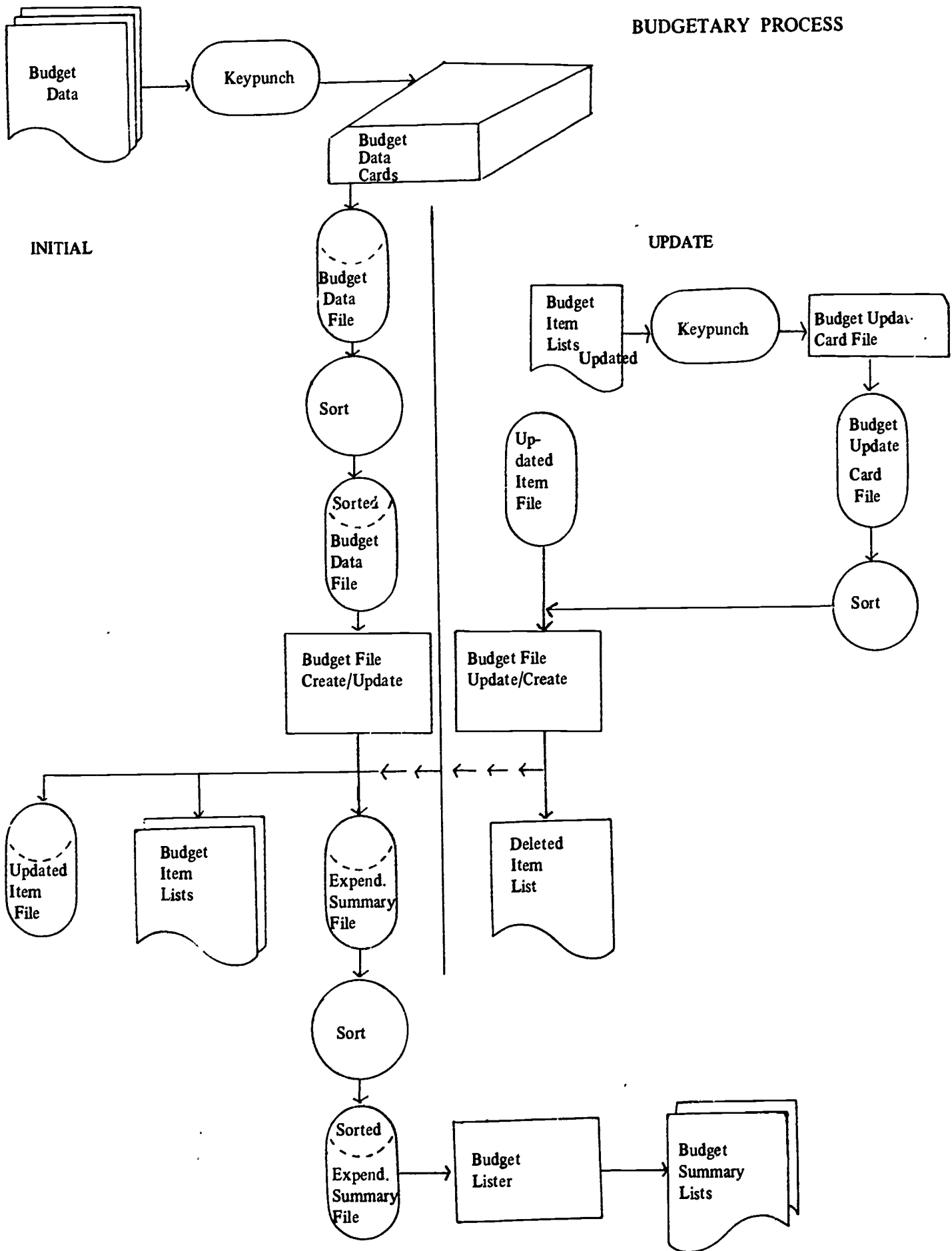
Output From Finance Tract

The computer program being utilized yields as printout for each course or activity information under the following headings: (1) Certified Salaries, (2) Non-Certified Salaries, (3) Employee Benefits, (4) Supplies and Equipment, (5) Materials, (6) Repair and Replacement of Equipment, (7) Capital Outlay, (8) Contracted Services, (9) Other costs. This information is then summed across courses and activities to give program area totals and across program areas to give program totals.

Output Information

Data becomes information only when it is interrelated with the other files. This information serves as the main element in the decision-making process. Such cross-related categories of output information have been defined for each of the four programs—Instruction, Support of Instruction, Administration, and Maintenance and Operation—and form the basis for the reports in the finance tract of the Management Information System.

BUDGETARY PROCESS



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